

**FACTORS AFFECTING THE EFFECTIVENESS OF TRANSNATIONAL  
EDUCATION (TNE) PROGRAMMES –  
THE DEVELOPMENT OF TNE IN VIETNAM WITHIN A  
TRANSNATIONAL UK EDUCATION CONTEXT**

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## **Aston University**

**Thesis Title:** Factors Affecting the Effectiveness of Transnational Education (TNE) Programmes – The Development of TNE in Vietnam within a Transnational UK Education Context.

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## **Abstract**

**Purpose:** As there has been increasing demand for tertiary education globally over the past decade, TNE is proliferating and has become an essential aspect of higher education (HE). There has, however, been limited discussion in the literature about the effectiveness of TNE programmes, so it is difficult to know exactly what an effective TNE programme looks like, how to contribute to the success of TNE programmes and so on. Far too little attention has, moreover, been paid to the TNE programmes providing by the UK to Vietnam. This study aims, as a consequence, to narrow these research gaps and to contribute to the general theory of TNE programmes in HE by developing the concept of "the effectiveness of TNE programmes", as well as exploring a model consisting of factors affecting the effectiveness of TNE programmes.

**Methodology:** Two case studies for TNE programmes delivered by UK Universities with University B and University S in Vietnam were based on documentary review and semi-structured interviews. In each case study, two people in following groups of TNE stakeholders, including academic managers, administrators, teachers, students, parents, were invited to participate. Furthermore, two Vietnamese government representatives and two employers, who have knowledge and experiences in TNE programmes were invited to join the research.

**Findings:** The idea of "the effectiveness of TNE programmes" was identified by exploring TNE key stakeholders' perspectives. Moreover, synthesising different aspects of research findings, a conceptual model assessing the impact of four factors including TNE curricula, students learning styles, student engagement, and cultural differences on the effectiveness of TNE programmes was created.

**Originality:** The concept of TNE's key stakeholders and the model evaluating the effectiveness of TNE programmes could be seen as several main theoretical contributions to the literature on TNE programmes in HE. Furthermore, this thesis also has a practical contribution by providing several suggestions for designing suitable TNE programmes in Vietnam within a UK context. The findings have, therefore, important implications for policymaking, curriculum design and strategies for cooperation regarding TNE in general and UK TNE in Vietnam in particular.

**Keywords:** Transnational Education, Effectiveness, Curriculum, Student Learning Styles, Student Engagement, Cultural Differences.

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## **Chapter 1: Introduction**

### **1.1. The background and interests in this research**

My keen interest is the increasing globalisation of higher education (HE) and the role of the UK becoming the foremost transnational education (TNE) provider in the world (Ramos & Wake, 2019). According to British Council (2013), UK HE TNE refers to the provision of a HE degree programme providing a UK qualification to students based in a country other than the one where the awarding institution is placed. This PhD is, therefore, about how to measure the effectiveness of TNE programmes as well as how to design suitable TNE programmes for Vietnamese students in a transnational UK education context. I got interested in this topic because of my personal experience.

After finishing high school, I decided to study International Trade at the University of Danang from 2003 to 2007. Working hard and then graduating with distinction brought me a chance of becoming a lecturer in the International Trade Department. There was a major shift in my research areas during the time I worked for my university – I fell in love with Education and spent a great deal of time and effort on the subject rather than on my bachelor background in International Trade. My switching decision stemmed from following reasons:

First of all, as a lecturer, I have to face many issues of higher education (HE) such as: what is the best way to prepare and deliver lectures to my students, how to recognise students' abilities and help them to develop, how to change Vietnamese students' learning styles from passive learning to active learning, how not only to teach but also inspire students to study and research longlively, how to improve students' academic performance, and so on.

Between 2009 and 2013, along with the task of teaching, I was in charge of supporting and providing guidance to Chinese students who were studying 3+1 (3 academic years in China and 1 in Vietnam) and 2+2 (2 academic years in China and 2 in Vietnam) programmes during their time at the Danang University of Economics. I realised there were many problems that keep their performance very low

such as language barriers, cultural differences, life styles, as well as learning styles. For instance, they were not very good at Vietnamese and, as a result, they were unable to convey a proper response to their teachers. The teachers who did not take the language difficulty into consideration often felt offended and disrespected. Besides, the students usually dressed casually when coming to class or had snacks during lecturing time whereas these things are prohibited in Vietnam culture. This made the teachers, once again, unhappy and disappointed. The misunderstanding between the students and the teachers had destroyed the relationship and communication in the class as well as their teaching and learning motivation. After witnessing the difficulties of both students and teachers, I asked myself whether Chinese students attending TNE programmes in China will completely resolve these issues.

In February 2013, I began to pursue my masters degree at the Chinese Culture University, Taiwan with my research proposal relating to higher education. During my time in Taiwan, I myself also experienced difficulties in a different academic environment. Firstly, differences in learning styles made me feel uneasy in adaption at least in the beginning. As a product of passive learning in which the teacher is always the only performer and the students' only task is passive listening and taking notes (Benware & Deci, 1984), I forced myself to get more involved in the lecture discussions. This made me sick and depressed, even scared of class hours, for a couple of weeks. Secondly, cultural differences, though not too big, remained a big challenge to my life and study. For example, some word choices of my teachers or people working for the school made me nervous and confused because they seemed to have a very different meaning if applying in my country. Another example was my anxiety when asking for help in studying. At that time, I had no idea whether doing so is encouraged or irritated. This also leads to another problem that is to improve the interaction between teachers, other students and me. To sum up, the differences in learning styles and culture built a barrier against my learning performance during the time I studied in Taiwan. In fact, I find myself in the same situation with Chinese students above. Once again, I do not know whether difficulties I have faced as an international student are shared with those attending TNE programmes.

Bearing the above problems in mind, I realised that learning styles, student involvement in and out of class, and cultural differences played a vital role in impacting the effectiveness of education

programmes I attended. This was confirmed when I came to the UK to study PhD at Aston University, Birmingham in April 2016. With lessons learned from Taiwan, I did not suffer any severe difficulty at the beginning of the course. It, however, does not mean I have no challenges in living and studying. It, therefore, makes me keen on selecting the PhD topic related to exploring factors influence the effectiveness of education programmes.

I, however, do not pay attention to education programmes in general. The focus of this research is “Factors affecting the effectiveness of Transnational Education Programmes – the development for Transnational Education (TNE) from the UK to Vietnam”. There are many other reasons causing me to be very interested in TNE, especially TNE programmes from the UK to Vietnam. First and foremost is that the topic is very important to the development of the University of Danang where I have worked since July 2007 as well as Aston University where I have studied since April 2016. The UK government has appointed Aston University as a leader of the consortium of universities from the UK to work closely with the University of Danang to build a proposal and implement the project “The VN-UK International University” in March, 2010. In addition, Aston University and the British Council have been supporting University of Danang in deploying the employability project based on the experiences of Aston University. This can be considered as the first TNE activity led by University of Danang and thus it is impossible to be mistake-free. Therefore, with my research on the effectiveness of TNE programmes, I strongly believe that the outcomes will help the British Council and Vietnam Universities in general as well as Aston University and University of Danang in particular have successful strategies for TNE in Vietnam. The research findings, therefore, will contribute to the development of the VN-UK International University as well as the collaboration between University of Danang and Aston University.

The second reason why TNE was chosen for this study is that I firmly believe that TNE will be the answer to the Vietnam education system in the near future. This is due to the fact that Vietnam education system is facing a serious imbalance between learning demand and supply. It means a huge demand is dissatisfied due to a shortage of supply. In addition, along with the development of economy and society, the demand of highly skilled labour has sky rocketed. As a result, the demand of

high quality education has increased significantly over the years. This will be discussed thoroughly in Chapter 2.

When this thesis was submitted at the end of March 2020, there was a pandemic changing the world, which includes the development of TNE. COVID-19 emerged from Wuhan, China and then rapidly spreads all over the world, causing panic for everyone. Most of the UK universities have had urgent and decisive actions to protect the health of their students, staff, their families and their wider stakeholders. A lot of UK universities allowed international students to come back to their hometown where they feel safer with the support from their family and local authorities. By doing so, the universities also needed to ensure that students can have access to online and virtual materials instead of having to attend contact hours on campus. It is evident that these current issues can be addressed and resolved, at least partially, with the development of TNE when students do not have to leave their own countries for quality higher education programmes. I, therefore, strongly believe that TNE programmes will be chosen by numerous parents and students after this severe influenza pandemic in 2020.

## **1.2. Research background and rationale**

The overwhelming desire of students all over the world for international education and credentials has led to the blooming of the globalization of HE. There are an increasing number of students worldwide who are selecting to study international HE programmes without moving to the country awarding the qualification (Chan, 2011; Chen, 2015; Healey, 2015). In other words, there are a growing number of education programmes that are delivered by higher education institutions (HEIs), crossing international borders to reach the students' requirements. Among different terms describing this global move, TNE is the most popular.

Based on more than 20 years' experience of exporting its HE programmes, the UK is becoming the foremost TNE provider in the world (McNamara & Knight, 2015). The UK's partner countries are Botswana, China, Malaysia, Mexico, Pakistan, Russia, Singapore, South Africa, UAE and, Vietnam recently. 139 UK higher education providers claimed their students were studying through HE TNE in

2018, hitting the all-time peak (Ramos & Wake, 2019). Moreover, according to the guidance of UK Universities on TNE – Regulation in the EU, in the academic year 2017/18, 693,695 students were studying for the qualification of a UK university that is greater than those of previous years.

On the other hand, in recent years, there has been a growing demand for HE in Vietnam. By introducing the Decree 73/2012/ND-CP regulating cooperation and foreign investment in the field of education for educational institutions in 2012, the Vietnam government decided to boost HE regarding both quality and quantity and has stressed that cooperation with foreign providers becomes crucial to the achievement of this objective (Nguyen & Shillabeer, 2013). As a result, the number of TNE programmes registered with the Vietnam Ministry of Education and Training keeps increasing, from 119 programmes in 2010 to 246 programmes in 2014 (McNamara & Knight, 2015; EduWorld and AFG Venture Group, 2013). Given the size of the Vietnamese HE system, however, TNE still represents a small fraction of HE activity. Specifically, whereas almost 49% of UK TNE programmes are delivered in Asia, Vietnam's share, where the study focuses on, is insignificant (HEGlobal, 2016).

Despite having long experience of global recruitment with a wide range of successful alumni, many UK HEIs find it hard to promote their TNE programmes to other countries (Baskerville et al., 2011). There is a question about whether HE programmes designed for UK students can fit well under other conditions outside the UK (specifically for this study, this is Vietnam). Specifically, new challenges for UK educators are created when exploring differences in knowledge, languages, practices, identities, value systems, and cultures of foreign students (Mizzi & Rocco, 2013). There are, as a result, calls for research on how students who come from non-western backgrounds, like Vietnamese students, prepare for the transnational educational experience and how transnational learning and teaching affect students in their own hometown. Besides, cultural differences do matter. Educators who cross national borders are faced with differing administration systems, adapting a standardised curriculum, working with colleagues and students from across the globe, and realizing their identity-backgrounds (e.g., gender, sexual orientation, race) and value systems will have a different impact in the new work situation (Mizzi, 2015). Educational practices such as teaching, learning, leading, advising, recruiting, and planning, as a result, now need to take transnational realities into account.



### **1.3. Aims and objectives of the study**

So far, there has been very little discussion about the effectiveness of TNE programmes, so it is difficult to know exactly what an effective TNE programme is, how to contribute to the success of TNE programmes and so on. Moreover, there is a lack of information about the development of TNE programmes provided by UK HEIs to Vietnam. As a consequence, this thesis aims to narrow these research gaps and get better knowledge, contributing to the general theory of TNE programmes in HE by exploring a model consisting of factors affecting the effectiveness of TNE programmes.

The above aims will be accomplished by fulfilling the following research objectives: (1) investigating the background of TNE, (2) identifying the idea of “the effectiveness of TNE programmes”, (3) pointing out key participants of TNE programmes, (4) exploring the different stakeholders’ perspectives on the success of TNE programmes, (5) determining the role of cultural differences in TNE programmes, and (6) providing several suggestions for design a suitable TNE programmes in Vietnam within a UK context.

### **1.4. Research questions**

Many previous research studies have examined several issues related to TNE, such as international student destination choice (Ahmad & Buchanan, 2016; Fang & Wang, 2014; Wilkins & Huisman, 2011), learning style preferences of international students in TNE (Wang & Moore, 2007), development of international branch campus as a transnational strategy (Wilkins & Huisman, 2012), student satisfaction at international branch campuses (Wilkins et al., 2012). However, the existing literature gives little detailed account of factors affecting the effectiveness of TNE programmes, especially TNE programmes offered by UK providers to Vietnam. Therefore, there are three major research questions, which are explored through this study. The research questions are:

RQ1: What factors influence the effectiveness of TNE programmes?

RQ2: Are there any cultural differences between UK and Vietnam students which correlate with the factors affecting the effectiveness of TNE programmes?

RQ3: What are the ideal and practical ways to design TNE programmes for Vietnam students in a transnational UK education context?

Due to the limitation of the literature, which can directly provide factors influencing the effectiveness of TNE programmes, the aims of the first and second research questions are to resolve this issue. In detail, several factors are investigated through the perspectives of key stakeholders of TNE programmes. Particularly, the role of cultural differences in TNE programmes is emphasised. Next, based on the results of the first two research questions, the study suggests several proposals for designing suitable TNE programmes for Vietnam students within a transnational UK education context.

### **1.5. Structure of the thesis**

This thesis is organised as follows: Chapter one has described the context in which the research project was conceived, planned and executed. It has also provided a justification for the research, the aim and objectives of the study and outlined three key research questions. Chapter two introduces the background of TNE programmes in the UK as the home country and Vietnam as the host country. The next chapter (chapter three) concentrates on factors affecting the effectiveness of TNE programmes identified in previous research. Chapter four depicts the theoretical framework and examines the theories that have been used to explain the success of TNE programmes. In this chapter, the focus is explaining why theory of stakeholder, outcome based education, student involvement, student learning styles and cultural differences provide an appropriate framework for determining factors influencing the effective TNE programmes.

Chapter five summarises the methodological approach and justification for the qualitative methods employed. It also describes the research process undertaken in the pilot study as well as the main one. Additionally, issues of ethics and limitations of the research methods are also given.

The next chapter (chapter six) provides the research findings based on TNE key stakeholders' interviews. Chapter seven serves as the discussion of the research in order to know what different

stakeholder groups' perception on the concept of "the effectiveness of TNE programmes" as well as the relationship between four factors affecting the effectiveness of TNE programmes.

Finally, the last chapter approaches the first and second research questions by building a model consisting of factors that affect the success of TNE programmes. This chapter also discusses how to design a better TNE programme for Vietnam students within a transnational UK education context. Based on the model explored in the first two research questions, several suggestions and recommendations are provided for blueprinting suitable UK TNE programmes under Vietnam conditions. Furthermore, this section addresses the limitations of the study and the scope for future work.

## **1.6. Chapter summary**

First of all, chapter one has presented the researcher's interest in this study. The motivation for this research is based on my experiences in studying masters and PhD programmes as well as in working as a lecture at Danang University of Economics, University of Danang, Vietnam. Besides, the chapter also described the research background of TNE programmes in which the UK as the home country and Vietnam as the host country. The UK is the leading TNE provider in the world with around 49% of TNE programmes delivered for students in Asia. Whereas Vietnam providing regulatory certainty and clarity in support of TNE activity, the share for this country is still insignificant. Therefore, conducting a study about the development of TNE programmes in Vietnam is logically necessary.

However, more important, this thesis aims to contribute to the general theory of TNE programmes in HE by exploring a model consisting of factors affecting the effectiveness of TNE programmes. Accordingly, three research questions regarding which factors influencing the success of TNE programmes and how to design suitable TNE programmes for Vietnam students within a UK context are introduced. Last but not least, the structure of this research are given out.

## **Chapter 2: Overview of Transnational Higher Education**

The main focus of the study is the factors influencing the effectiveness of the TNE program.

Therefore, this chapter will give the readers an overview of TNE programmes, such as definitions and modes of TNE programmes. However, to understand the founding motivation and mechanism of the TNE programmes, a theory of internationalisation in HE is necessary as a starting point. Furthermore, the study pays attention to TNE programmes from UK providers to Vietnam. Hence, this chapter not only maps the development of TNE internationally, but also focuses on the landscape of TNE in the UK and in Vietnam. TNE development strategy of the UK in the near future, as well as Vietnam HE capacity, are investigated as they are useful tools to explore the possibilities of TNE UK providers entering the Vietnam education market.

### **2.1. Theory of Internationalisation in higher education**

HE systems, policies and institutions of a country are being internationalised to respond to globalisation. The evolution of globalisation, which widens, deepens and speeds up interconnectedness between nations, and the knowledge society has resulted in a change in the interpretation of the world internationalisation (Deem & Brehony, 2005). Knight (2003) believed that internationalisation of HE, profoundly influenced by globalisation, is the way to take global characteristics like culture into account when aiming, functioning and delivering postsecondary education. Therefore, national identity and culture are cornerstones of internationalising process of HE. HEIs are said to deal with imbalances of the country's unique history, indigenous culture(s), resources, and priorities extending their missions for internationalisation beyond the traditional target of profitability (Castells, 2000). In other words, these institutions, usually from developed countries, to generate revenue, secure national profile, and build an international reputation, have to take into account the sustainability of the international dimension (Khorsandi, 2014). Hence, the major parts of HE's internationalisation are a dynamic process and not a set of isolated activities. They consist of recruiting international students, developing international branch campuses, designing exchange

programmes for students and teaching staff, standardising the curriculum, and building up research and education partnerships regionally and internationally (Khorsandi, 2014).

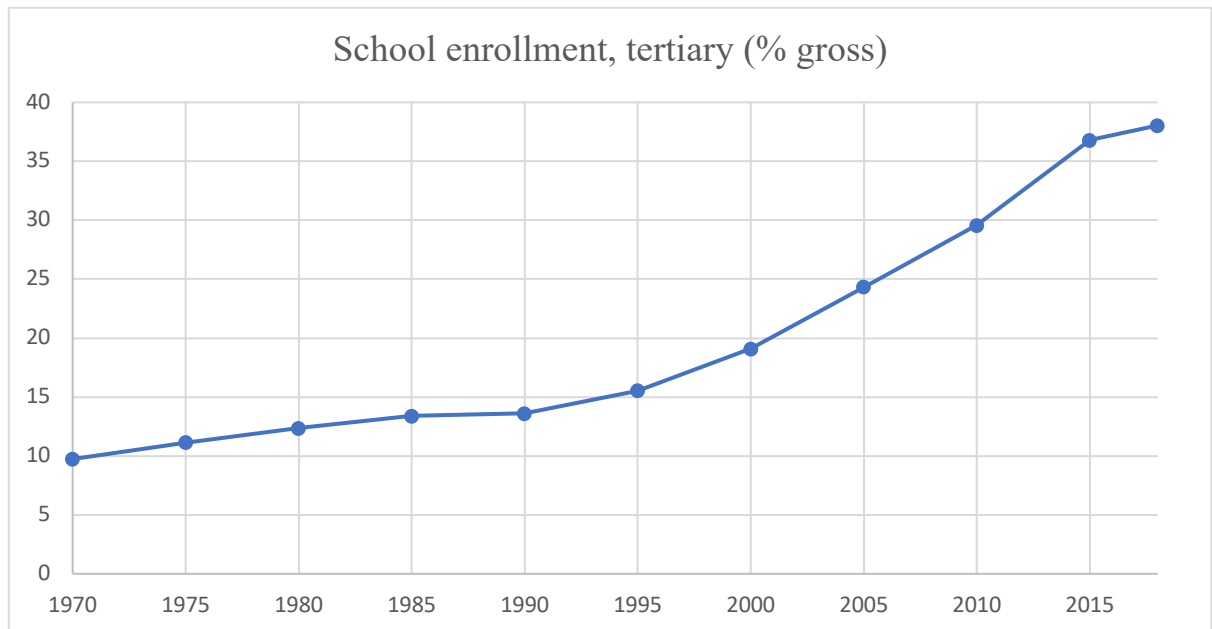
There are three ideological rationales behind the internationalisation of education: idealism, instrumentalism and educationalism (Knight, 2014; Stier, 2014). Idealism focuses on the notion that internationalisation is "good per se" and that an idealist rationale of internationalisation in HE will necessarily be a better world with goals of a more democratic and equitable world in terms of international cooperation, mutual understanding, respect, tolerance, and social change (Stier, 2004). The second rationale, instrumentalism, is consistent with its practical and economic goals on the global market. This rationale suggests that policy-makers focus on guaranteeing transparency and mobilisation between different educational systems, enriching the labour force with relevant professional training, and consolidating the growth, profit, and competence availability. Concerning instrumentalism, Stier (2014) warns that it may lead to "exploitative behaviour" from superior and wealthy nations that attract international fee-paying students and academic staff for their own profit and the economic sustainability of their own governments, educational institutions, and stakeholders. Lastly, educationalists promote internationalisation in order to broaden, in a broader sense, the academic experiences of students and teaching staff. The goals are to enrich deeper learning and human development and commit to individuals' learning process of self-awareness and self-reflection (Stier, 2014).

In the 1990s, HE's internationalisation became a focal point of interest globally (Teichler, 2004a; Yat & Lo, 2009). New dimensions such as virtual learning and transnational higher education have emerged and created the constitute shift in rationale from social to more political and economic, from collaborative to more competitive (de Wit, 2013). The next session will describe more clearly what a transnational higher education is.

## 2.2. Overview of transnational higher education

In the report "The Shape of Things to Come: Higher education global trends and emerging opportunities to 2020", it is said that, since the beginning of this century, the increase of global higher education enrolments and internationally mobile students have been very impressive, as they are higher than world economic growth and slightly less than the world trade growth (British Council, 2012). Figure 2.1 shows that the number of tertiary education enrolments in 2018 was almost four times that of five decades ago.

Figure 2.1. Education Enrolment Growth 1970 - 2018



(Source: UNESCO Institute for Statistics)

There are several main reasons why the demand for HE is likely to keep increasing. Firstly, the current world population of 7.7 billion (Worldometers.info, 2020a) is predicted to reach 8.5 billion by 2030, 9.7 billion in 2050 and 11.2 billion in 2100 (United Nations, 2015). It means that the size of tertiary age cohorts will get larger as well. Secondly, more and more people around the world are encouraged to pursue education at all levels by their governments (EduWorld and AFG Venture Group, 2013). For example, many governments provide subsidies for education loans or provide HE free of charge for

their own citizens. Moreover, along with economic growth, a rising income would ease the burden of tuition cost, and thus, make studying easier.

Thirdly, people themselves have recognised the important role of education in the transformation of society, helping to meet the requirements of workforce and mitigating the risks of poverty, and thus they are seeking for more opportunities of studying HE (Chakraborty, 2018).

The demand for HE is, especially, increasing dramatically in Asia, which is the fastest growing economic region, and which accounts for over 60% of the world's population. For instance, China is the most populated country with approximately 1.436 billion people in 2020 (Worldometers.info, 2020b), followed by India with approximately 1.373 billion people (Worldometers.info, 2020c). Furthermore, China is believed to have the second-largest economy in the world, according to a report from the International Monetary Fund (IMF), equivalent to \$14 trillion, which is a rise of more than \$2 trillion compared to that in 2017 (Smith, 2018). India is at 7th place in the world economy ranking order with \$2.85 trillion.

To respond to the increasing HE demand, in addition to domestic HE and overseas HE, students are now provided with a new HE option, specifically, transnational higher education. In fact, the HE sector in many Asian countries has been shaped and transformed by internationalisation efforts of UK, US, Australian and European universities over the last twenty years (Altbach & Knight, 2007; Huang, 2003).

Before discussing previous research into TNE in detail, it is necessary to look at the concepts of TNE.

### ***2.2.1. Definitions of transnational higher education***

It is over the twenty years since TNE became an important topic in the overall HE landscape, many definitions of TNE have been created by international and national organisations, especially those from the English-speaking nations which lead the world in the export of TNE (Altbach & Knight, 2007; Bannier, 2016; Jianxin, 2009; Yang, 2008).

In "Guidelines for Quality Provision in Cross-border Higher Education", the United Nations, Educational, Scientific and Cultural Organisation (UNESCO) and the Organisation for Economic Cooperation and Development (OECD) agree that cross-border HE *“takes place in situations where the teachers, student, programme, institution/provider or course materials cross the national jurisdictional border”* (UNESCO and OECD, 2005, p. 5).

According to the Council of Europe, TNE includes *“all types of HE study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system”* (Council of Europe, 2002, para. 28).

Besides, the British Council stated that TNE refers to situations where *“students study towards a foreign qualification without leaving their home country”* (British Council, 2013, p. 6). Likewise, in several reports of UK HE internationalisation policy and education export strategy, the working definition for TNE is *“The provision of education for students based in a country other than the one in which the awarding institution is located.”* (Department of Business Innovation & Skills, 2014, p.10).

It can be clearly seen that the most important thing highlighted in all the above definitions of TNE is the movement of HEIs, programmes, academic staff across borders. The UNESCO/ OECD interpretation is, however, concentrated on the cross-border HE whereas the other definitions are paid attention to TNE. The main difference between the cross-border HE and TNE is whether the movement of students has occurred or not. That is to say, TNE refers to education activities or programmes that across national borders of a provider's country to meet demand of learners whose study is based in a country that is different from the one in which the awarding institution is located (Francois et al., 2016). In other words, from students' perspectives, TNE refers to HE programmes in which students receive foreign or partly foreign education without going abroad.

The first British University branch campus, also well-known as the only TNE programme in Sub-



Saharan Africa in 2013, for example, is Lancaster University Ghana, which provides teaching and research in programme design and delivery. Transnational Education Ghana Ltd, the local partner of Lancaster University, provides lands and buildings as well as employs the local academics and support staff while students graduating from the programmes receive Lancaster University (North West of England) degrees (HEGlobal, 2016).

Another example of TNE is the partnership between Staffordshire University (Central England) and Asia Pacific University of Information Technology (APU) (Malaysia) in delivering degrees since 1993. Students studying with APU across computing, engineering, technology and business currently achieve a dual degree which lists both Staffordshire University and APU (HEGlobal, 2016).

The British Council stated, furthermore, in their TNE report that TNE was specifically defined not merely “as an export activity” but also included “collaborative arrangements such as joint and double degrees.” (British Council, 2013, p.12). The cooperation among HEIs could be seen as the early stage of TNE development; such as several TNE partnerships forming the basis for eventual collaborative teaching and/or research partnerships (Skidmore & Longbottom, 2011). This point will be explained clearly in the next section that discusses the models of TNE programmes.

### ***2.2.2. Modes of TNE***

In this section, the focus will be on different types of TNE programmes. Different models reflect varied levels of involvement of the exporting HEIs. From the home country perspective, TNE providers could be either HEIs, or foreign professional organisations, or NGOs, or other bodies offering the academic programmes. On the other hand, in the host country where a local partner is involved, counterparts are varied and can include public and private HEIs or private entities.

Regarding the nature of the relationship between a sending HEI/ provider (sender) and the local host HEI/ provider (receiver), there are two major approaches to TNE provision, including collaborative TNE provision and independent TNE provision (Knight & McNamara, 2017). Based on the mode of delivery at both the programme and provider level, there are three categories represented for

independent TNE provision, including franchise programmes, international branch campuses and self-study distance education programmes. In contrast, collaborative TNE provision comprises of partnership programmes, joint universities and distance education programmes with a local academic partner (Knight & McNamara, 2017). A proposed common TNE framework and a set of definitions for all modes of TNE are introduced in table 2.1.

Table 2.1: Common TNE framework and definitions

<b>(A) Independent TNE provision</b>  The TNE senders from the home country are in charge of the enrolment planning, delivering and external quality assurance of their higher education programmes and qualifications provided in another country.	<b>(B) Collaborative TNE provision</b>  Both TNE senders and receivers cooperate in enrolment planning, delivering and/or external quality assurance of the academic programmes.
<b>(A1) Franchise programmes</b>  The TNE senders from the home country are mainly in charge of the enrolment planning, delivering and external quality assurance of their higher education programmes and qualifications provided in another country. The qualification is awarded by the senders. Face-to-face, distance and blended education can be offered.	<b>(B1) Partnership programmes</b>  Twinning programmes in host country are jointly planned, delivered and quality assured via the contributions of both sending and receiving partners. The single, joint or double/multiple degrees can be provided by either or both TNE sender and receiver. Face-to-face, distance and blended education can be offered.
<b>(A2). International branch campus</b>	<b>(B2) Joint university</b>

<p>An offshore campus run by TNE sender in host country. The senders design curriculum, external quality assurance, as well as award the qualification. Face-to-face, distance and blended education can be offered.</p>	<p>A bi-national in host country involving both TNE receivers and senders working together on design and delivery of academic programmes. Qualifications can be provided by either or both TNE sending and receiving partners. Face-to-face, distance and blended education can be offered.</p>
<p><b>(A3) Self-study distance education</b></p> <p>TNE sender provides academic programmes directly to host country learners without any support from academic locals. Qualification, curriculum and external quality assurance provided by the sender.</p>	<p><b>(B3) Distance education with local academic partner</b></p> <p>A TNE sender offers programmes to host country learners during its collaboration with a TNE receiving partner. Curriculum can be jointly planned and delivered and the qualification provided by the sender or by both. External quality assurance run by the TNE sending partner or both.</p>

(Source: Knight & McNamara, 2017)

### 2.3. Transnational Higher Education in the UK from the home country perspective

The UK is taking the lead in providing TNE around the world, with a wide range of products to foreign markets (both in campuses and via online) (Lawton & Jensen, 2015; Ramos & Wake, 2019). From the home country's perspective, TNE is an extremely profitable industry (McNamara & Knight, 2015). TNE activity was believed to reach £1.9 billion in 2016, increasing by 73% since 2010 (Department for Education, 2019). The UK government has, therefore, adapted to the growing market of TNE by modifying its core strategies and policies (Department for Business, Innovation and Skills,

2013). Besides, these wise moves contribute to the fact that the UK currently provides a well-known education package, which leads to its world-wide reputation and commanding presence in international education markets (Department for Education & Department for International Trade, 2020).

The next part will, therefore, analyse the UK's TNE strategies. After, the development and benefits of TNE to the UK will be presented in the following paragraphs.

### ***2.3.1. TNE strategies of the UK***

In the first decade of the 21st century, the UK government issued two Prime Minister Initiatives (PMI 1 and PMI 2) summarising its strategies in international education. In PMI 1 (1999-2005), increasing student recruitment domestically, as well as overseas (TNE activities) was the focus. In PMI 2 (2006-2011), the centre of attention was the development of international partnerships in expanding its market quota and the influence of UK HE globally. The economic benefits of TNE were, importantly, emphasised once again by the Conservative-Liberal Democrat coalition government which formed in May 2010 (Department for Business Innovation and Skills, 2013).

The global education market has grown massively over the years. Its three main characteristics are being "more globalised, specialised and competitive"; and as a result, to match its rapidly growing demand and reap the reward, TNE providers have to be excellent in showing their experience, talent and reputation (Department for Education & Department for International Trade, 2020). As viewing higher education as a product, the UK government has blueprinted an Export Strategy to help UK education exporters achieve their goals (Department for Education & Department for International Trade, 2020). The main point in the plan is to raise education standards both at home and around the world (host countries). A cohesive and precise approach to the global education sector is needed as it can show where and when the UK government can assist the educational exporters to win the HE markets. The plan is also setting the financial target of £35 billion per year for organisations exporting the products of higher education. The UK expects to welcome 600,000 students per year as well. Both

targets are set to achieve by 2030 (Department for Education & Department for International Trade, 2020).

In March 2019, the cross-government International Education Strategy has been implemented for TNE programmes, as the UK government pointed out that TNE would play a vital role in growing UK education exports not only regards to economic or finance perspective but developing "soft power" by increasing the exchange of people, expertise and ideas (Ramos & Wake, 2019).

### ***2.3.2. The development of TNE of the UK***

With the above supporting strategies from the government, TNE has grown rapidly to become an important element in the internationalisation of UK HE. In other words, UK universities are believed to be world leaders in the field of higher education in general and in TNE in particular (Ramos & Wake, 2019).

The number of UK universities providing TNE from 2017 to 2018 is greater than those of previous years. One hundred thirty-nine higher education providers claimed their students were studying through HE TNE in 2018, hitting the all-time peak (Ramos & Wake, 2019). Moreover, according to the guidance of UK Universities on TNE – Regulation in the EU, in the academic year 2017/18, 693,695 students were studying for the qualification of a UK university. This number shrank by 2.0% between 2016/17 and 2017/18 while the annual average growth had recorded of 3.6% between 2013/14 and 2016/17 (Ramos & Wake, 2019). The reduction since 2016/17 was caused by the decrease in students pursuing higher education qualifications run by the listed TNE providers who also are registered with overseas partner institutions. In general, during the analysed period of time, however, there is evidence that more and more students want to attend UK HE TNE programmes (Table 2.2).

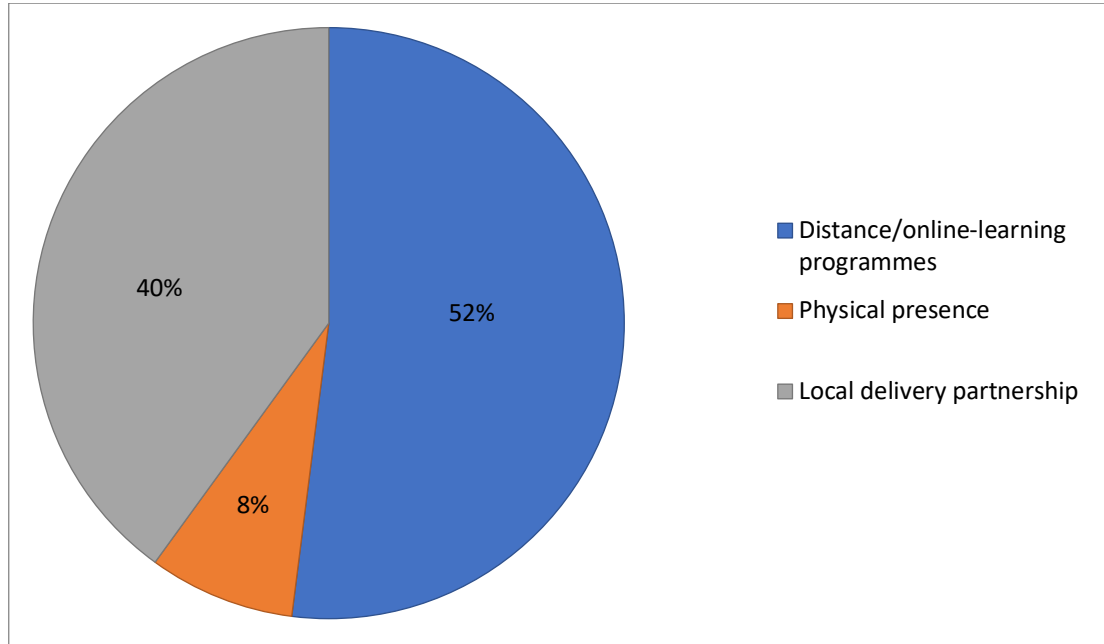
Table 2.2 UK TNE student numbers from 2013-2014 to 2017-2018

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
UK TNE students	636,675	663,915	701,010	707,915	693,695

Source: Ramos and Wake (2019)

From TNE delivery methods perspective, based on the survey results from the top five countries of UK HE TNE delivery in 2014/15, distance/online-learning programmes accounted for over half the students, followed by local delivery partnership comprising 40 per cent. Surprisingly, only a small minority, 8 per cent of students, were delivered through the UK HEI having a physical presence (HEGlobal, 2016) (see Figure 2.2).

Figure 2.2 TNE delivery methods in the top 5 countries of delivery in 2014/15



Source: HEGlobal (2016)

The branch campus is the most widely recognised type of physical presence in the host country.

Although there is a declining pace in investment in branch campuses, this TNE delivery method still remains the key method in institutional international strategies (Department for Business Innovation

and Skills, 2014). It is interesting to note that HE global predicts a rapid development in branch campuses in the near future as TNE providers gain a better understanding of challenges of setting up a branch campus as well as host countries becoming more ambitious in delivering TNE themselves (HEGlobal, 2016).

From a different angle, table 2.3 suggests that UK HE TNE comes in all shapes and sizes. This stems from the range, interests, and demand of foreign partner countries, prospective students as well as UK universities. UK HE TNE is designed for the needs of its learners. It is thought to provide provision for students who would be unable to experience top-quality education from the UK without a strong presence via different modes of teaching and learning of TNE providers (Hiles, 2016).

Table 2.3 Types of UK HE TNE delivery (2014/15)

Types of UK HE TNE delivery	% of students	% of programmes
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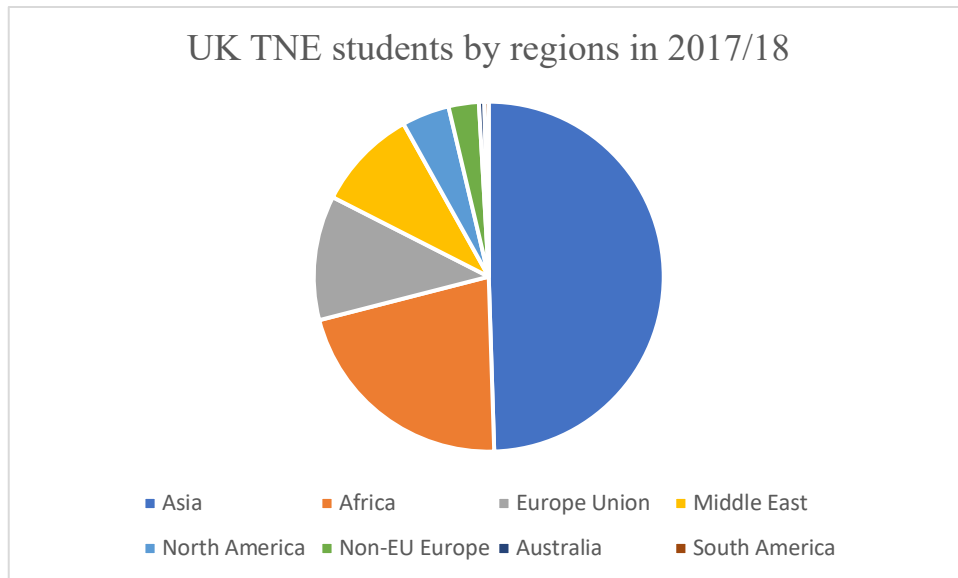
Distance/online learning		
...with local support	71%	38%
...with no local support	28%	57%
Blended	0%	4%
Total	100%	100%
Local delivery partnership		
Double dual, or multiple degree	11%	9%
Franchised programme	45%	45%
Joint Degree	9%	14%
“Top up” programme	0%	0%
Validation or “quality assurance” programme	35%	32%
Total	100%	100%
Physical presence		
Branch campus	53%	71%
Flying faculty or “outreach”	47%	25%
Study center	1%	4%
Total	100%	100%

(Source: Hiles, 2016)

From the country of delivery perspective, Asia accounted for 49.5% of students, followed by Africa (21.5%), the European Union (11.5%), the Middle East (9.4%), North America (4.4%), non-EU Europe (2.8%), Australasia (0.5%), and South America (0.4%) (Ramos & Wake, 2019) (see Figure 2.3).

Figure 2.3 UK TNE students by regions in 2017/18





Source: Ramos and Wake, 2019

### ***2.3.3. The benefits of TNE to the UK from the home country perspective***

There are a wide variety of benefits of TNE to the UK from the sending-country perspective.

Firstly, TNE brings enormous financial benefits to the UK through a global network for international collaboration, i.e. helping to generate investment and jobs the UK needs. The UK is known as the home of several of the best universities in the world, so it is an ideal destination for foreign students. In fact, the number of international students who are looking to study in the UK is greater and greater. This figure is increasing by six per cent a year (Pitman, 2016). This is due to the fact that the UK government pursues tough restrictions on international students in order to control its net migration target (to decrease net migration to the tens of thousands), however, the number of international students may drop and the UK may lag behind in the global education race (Migration Advisory Committee, 2018). The damage to the UK's economy may be, furthermore, a serious problem. An effective solution for dealing with this situation is, therefore, the expansion of TNE. In other words, based on TNE, UK HEIs are providing more opportunities for students studying for a UK HE qualification, without actually entering the UK. TNE is, hence, becoming a lucrative source of income for the UK (Sanderson, 2019). The Inland Revenue estimated that the total income of the UK from TNE in 2016 was £1.8 billion, of which £610 million came from higher education, growing by 72%

from 2010 to 2016. The vast majority of that increase came from partnership activity overseas (Sanderson, 2019). Development of TNE programmes all over the world brings, besides, more job opportunities to local teaching staff and educational administrative staff.

Secondly, setting up TNE sustainable partnerships with foreign HE institutions is often regarded as a direct path to constructing a better image for UK HE. New relationships will increasingly emerge between countries with a demand for education and the UK is looking to supply it. With a diverse and complex range of modes of delivery, UK HE TNE suppliers are paying attention to what foreign markets want and where they want it. This means UK HE delivers to many host countries through collaboration in TNE programmes (Department for Business and Skills, 2013). It is very useful for UK HE because the reputation of universities is an important factor influencing international students' choice (Mazzarol & Soutar, 2002). That is to say, the UK can rely on its reputation as a world-leading TNE provider to attract international students from all over the world.

Thirdly, partnership and TNE activities also provide UK lecturers and researchers with opportunities to teach in another cultural and academic environment. This poses challenges, but also offers opportunities for them. Based on the adoption of English as the primary international communicative language, TNE brings a more regular and sustainable link with the foreign academic communities by expanding the communication channels (Warwick Economics & Development, 2018).

There are also more comprehensive benefits that come from broadening the UK's soft power. By strengthening international collaboration, the UK is able to tackle global challenges like poverty, and, in turn, increase its national security (Sanderson, 2019).

#### **2.4. Transnational Higher Education in Vietnam from the host country perspective**

#### ***2.4.1. The context of Vietnam education market***

This section introduces an overview of the process of educational investment in Vietnam. In addition, two key features of the Vietnam education system including unmet demand of skilled labour and the low quality of HE output are also analysed. These will help readers have an overall view of the Vietnam education system across time and a better understanding of the need for TNE in the country.

In the late 1980s, Vietnam decided to focus on developing industries as they attempted to follow the successful path of several “latecomers” such as Japan, Taiwan, Korea, Singapore and China (Mathews, 2006). In doing so, they considered HE, along with science and technology, as the main keys to achieve a high and developed socio-economic standard and thus universities were put in the driving seat in the mission. This decision of the Vietnam Government was welcomed and supported by two big international organisations: The World Bank and the United Nations Development Programme (UNDP) (Ziguras & Pham, 2014). The support, coming in terms of policy development consultation, was to concentrate on developing advanced skills and knowledge, which made local and national firms able to compete effectively in a more fierce and open marketplace. This also resulted in two major changes in HE, these were massification, encouraging high involvement in HE, and internationalisation, attempting to reform the teaching system in order to fit it to high level knowledge and skills demanded by global workforce (Ziguras & Pham, 2014).

As reported in McNamara Economic Research (MCER) (2014), in 1987, only 87 Vietnamese academic institutions offered HE. Whereas, according to statistics from the Ministry of Education and Training, up to the academic year 2016-2017, Vietnam had 235 universities and institutions (including 170 state-funded, 60 sixth-form and private, five universities with 100% foreign investment), 37 research institutions undertaking the task of running PhD programmes, 33 teacher training colleges, and two teacher training vocational colleges (Linh, 2017). The rapid growth resulted from the enactment of the “Comprehensive Reform of Higher Education Act” in 2005. The law aimed to strengthen the positive and lively relationship between HE and economic development and it

anticipated that the HE system will be completed with full accessibility and high overall quality in 2020 (Chen, 2015).

There is, however, an increasing the number of Vietnamese studying abroad. According to the report of Education Minister Phung Xuan Nha, roughly 170,000 Vietnamese students were going overseas to pursue their degrees. The number was counted until the end of 2018 and much higher than those in previous reports (130,000 in 2016 and 110,000 in 2014) (BMI, 2020). On the other hand, in the release of UNESCO, there were 82,160 Vietnamese studying abroad at the tertiary level as of 2017, increasing by 30,000, compared to 2013. It is clear that there is a growing demand for HE in Vietnam and despite significant increases in both provision and enrolments in recent years, a huge number of Vietnamese students study overseas every year. This is due to the fact that there are still many areas of unmet demand.

The Vietnam government reported in October 2016 that there was an increase of 15% in the number of citizens studying abroad which is equivalent to 130,000 people compared with that of the previous year (Phuong, 2016). In another report on education, the data showed that Japan is the top destination of Vietnamese students with roughly 38,000 which accounted for 29.2%. The second-highest number of overseas Vietnamese students was in Australia, 31,000 students (23.8%). The next top country was the US with 28,000 students or 21.5% of the total, followed by China, 13,000 (10%) and the UK, which was 11,000 students (8.4%) (Phuong, 2016).

Furthermore, among those overseas Vietnamese students, the Ministry of Education was supporting and providing government financial aid to 5,519 people studying in 44 countries all over the world. This number comprises 2,501 doctoral students, 580 master's degree students, 63 interns, and 2,375 undergraduate students. These overseas students receive financial aid from various funds such as Project 911, Project 599, Pharmaceutical Chemistry Project of the Ministry of Industry and Trade, Bio-tech and Agriculture Project of the Ministry of Agriculture and Rural Development, and, last but not least, scholarships from diplomatic agreements with 20 countries (Phuong, 2016).

According to numerous different sources, 90% of Vietnamese students learning abroad are self-paid.

In 2016, for instance, there was only 4.2% of all outbound students from Vietnam, approximately 5,519 students, receiving government scholarships to study in 44 countries and territories (BMI, 2020). While over 130,000 Vietnamese students travelled overseas each year to obtain a high education degree, those who were financially limited or unable to go far from their hometown, found severe constraint receiving high education domestically.

There are three main reasons which have caused the high demand of HE in Vietnam. Firstly, very much like in most Asian societies, pursuing HE and academic degrees in Vietnamese communities are both highly valued and respected. This prompts parents to prioritize investing in their children's education as a culturally deep-rooted heritage. Secondly, Vietnam's growing affluence means increasing numbers of people are both willing and able to pay for their education, particularly given the cultural priority given to educational achievement. For example, more than 90% of Vietnamese students studying abroad are self-funded and the total spend on overseas education amounted to roughly 1% of GDP in 2013 (ICEF Monitor, 2014). Last, but not least, students recognise that there is significant need to improve their knowledge and skills via HE as this may enhance their employability after graduation (Nguyen, 2011).

In addition to a serious imbalance of HE supply and demand, graduates of Vietnamese universities were actually insufficient, in both quantity and quality. Consequently, the labour force could not meet the country's enlarging economic and social demands for well-trained human resources. The significant and diverse skill shortages at the HE level in industry in Vietnam, for instance, may threaten to stifle the country's development (EduWorld and AFG Venture Group, 2013).

Another example of the deficiencies of Vietnam HE is staff recruitment data held by Intel in Ho Chi Minh City (southern Vietnam). In 2008, Intel promoted the largest ever foreign investment in Vietnam. More than 2000 candidates with the requisite qualifications participated in the recruitment examination. However, surprisingly, only 8.5% passed the exam, forcing Intel to bring in staff from overseas (Ziguras & Pham, 2014). The story of the Intel examination results further heightened efforts of the Vietnam government to internationalise the HE system.

In conclusion, the demand for HE in Vietnam has not been met. The lack of skilled workers in terms of both quality and quantity makes, additionally, Vietnam's economy stagnant and sluggish in the context of globalisation. This is due to the fact that human resources play a vital role in developing a country (Ziguras & Pham, 2014). As a result, improving the HE system becomes more and more important and urgent than ever. One of solutions is to make TNE programmes in Vietnam work effectively.

#### ***2.4.2. Vietnam regulatory environment of TNE***

The effects of the legislation, mechanisms and policies on provisions of foreign education in Vietnam is summarised below. The Vietnamese government is believed to welcome foreign HE establishments in general and TNE in particular as they have implemented policies supporting and encouraging the development of those participants. For example, in the Decree No.18/2001/ND-CP issued by the Ministry of Education and Training in 2011, the government guided how to set up and operate for Vietnam-located foreign educational institutions. More specifically, in Article 5, that depicts the process of granting, extension, modification, supplementation and withdrawal of operations permits, the Ministry of Education and Training asks foreign educational establishments to meet the following requirements in order to be considered a sole entity:

- (1) Showing legal status with the law of the country where it has been established;
- (2) Presenting a charter and comprehensive operation guidelines and objectives in 3-year time or more;
- (3) Running available programmes and projects that promote the development of Vietnamese culture and education.

Furthermore, for a joint-venture institution, the Vietnamese side must satisfy the following criteria (Ministry of Education and Training, 2011):

- (1) Being an organisation or individual operating in the related field for a minimum of five years;

(2) Showing its legal status officially and verified documents that states its financial situation meets the joint-venture conditions, especially in the joint-venture contracts.

The foreign counterpart, on the other hand, must fully meet the following requirements:

- (1) Possessing legal person status if the establishment is an organisation or having legal capacity if it is an individual in the home country; Having five years or more experience in the field prepared for joint-venture;
- (2) Being an adequate provider of needed material conditions and technical facilities and equipment agreed and stated in the contracts.

When all criteria are satisfied, permits will be granted by the Prime Minister so the institutions can start to provide independently or jointly educational products at tertiary or postgraduate level. In fact, numerous government departments are getting involved in the process. For instance, The Minister of Education and Training is in charge of the operation of organisations for the related field, including Foreign Cultural and Educational Establishments (FCE). Those working mainly in the field of job training, subsequently, will be assessed by the Minister of Labour, War Invalids, and Social Affairs. According to Vietnam Laws Online Database issued in 2012, for FCE institutions, it is said that those ministers not only have the responsibility to grant permits but extending, modifying, supplementing, and withdrawing them. If something bad happens, they can even temporarily suspend, terminate, and dissolve FCE establishments in Vietnam (Vietnam Laws Online Database, 2012).

The Vietnam government still, based on Decree No.18/2001/ND-CP, strictly controls TNE providers and their operations. Functions and definitions of state management agencies at the local authorities have overlapped those at central ones. This leads to a complicated and unclear business context for foreign HEIs. More importantly, this kind of ambiguous definitions: the jurisdiction before commencing operations, along with differences in language, culture and legal system are main factors preventing the growth of the TNE programmes (Nguyen & Shillabeer, 2013).

Nguyen and Shillabeer (2013) used Melior Business School in Singapore to illustrate the above conclusion. The Minister of Labour and Ministry of Planning and Investment granted the joint venture whilst their counterparts in War Invalids and Social Affairs department and The Ministry of Education took responsibility for issuing an operating license for establishments with foreign investments. Four different ministries mean four different sets of rules and criteria. In fact, without much cooperation between these four, HEIs feel unsupported when dealing with problems and errors. On the other hand, those four ministries also found it difficult to monitor and assess the activities of those HEIs. Things got worse when there were no legal punishments. Nguyen and Shillabeer (2013) claimed the institutions were able to get away with the punishments as a result of delayed mobilisation and cooperation from the ministries.

Therefore, according to Hayden and Thiep (2015), infringements stemmed from a mismatch between legal documents, as well as outdated approaches in management which put students at risk of being deceived. Several HEIs, for example, promote their programmes as products of well-known educational brands, but deliver poor education services (a combination of inadequate investment for infrastructure and staff recruitment). As a result, their students become victims after being attracted by sound but deceived advertisements (Nguyen & Shillabeer, 2013).

In order to prevent this scenario from happening, a policy that closely monitors the quality of educational investment and its circle of life was necessary. With that in mind, the Ministry of Education and Training issued Decree 73/2012/ND-CP was introduced, governing cooperation and foreign educational investment. The decree clarified a number of kinds of foreign educational establishments that were allowed to run a business such as universities and vocational training institutions that meet specified investment requirements (Ministry of Education and Training, 2012).

(1) For vocational training establishments, the investor must invest at least 60 million VND per trainee (not including the cost of land use). Thus, the total minimum investment requirement is computed based on the number of registered full-time trainees at the time of the largest expected training level.

(2) Professional institution investor (not including vocational training ones) must have the capital of at



least 100 million VND per student (not including the cost of land use). Similarly, the total minimum investment requirement is based on the largest level but also more than 100 billion VND.

(3) Universities (excluding vocational training institutions) must invest at least 100 million VND per student (not including the cost of land use). The total minimum investment capital is required based on the time of the largest expected-training scale, but must be greater than 300 billion VND.

(4) Educational branches with foreign investment capital in Vietnam, they have to ensure their investment exceed equivalence of specified rate under the provisions of this decree in order to open educational establishment.

(5) Foreign-based educational establishments without building new facilities (leasing only) or possess on-going facility contribution of Vietnamese partners, the minimum required rate must reach 70% of the specified levels of capital according to this Decree (Ministry of Education and Training, 2012).

Nguyen and Shillabeer (2013) believed that Vietnamese regulation of TNE was currently supporting a relatively liberal model. In addition, although there is increasing effort by Vietnam to cooperate with TNE providers at many different governance levels, it is thought that further effective operations are only achieved when a control framework is created and smoothly run. They also believed that the reform, if any, would result in a sustainable, reliable and doable regulatory environment where TNE programmes can work effectively. Moreover, Vietnamese students would no longer be victims of unexpected educational infringements. As a result, the main factors and benefits of TNE would be secured (Nguyen & Shillabeer, 2013). Also, adequate governance would generate desirable conditions for potential foreign-based educational investors, and hence more high education choices would be available for Vietnamese students (Harman & Bich, 2010).

It is worth mentioning that Vietnam is supporting TNE providers and their operations with a reasonable control framework. This is different from other Asian countries in terms of the host government's attitudes toward private education (Ziguras & Pham, 2014). Malaysia and Singapore, for instance, in order to protect domestic higher education systems, governments ask private colleges not

to confer their own degrees in an attempt to cooperate with foreign high educational institutions. They believe that their colleges, after time under protection, would expand the capacity to provide their own quality programmes and qualifications. The development, as a result, of TNE programmes in Singapore and Malaysia is only limited as a mean of import substitution and has given up the growth of private education toward export-oriented investors (Ziguras & Pham, 2014). On the other hand, in Ho Chi Minh City, all educational establishments are thoroughly controlled by the government in order to reduce the inequalities between public and private education sectors (London, 2010).

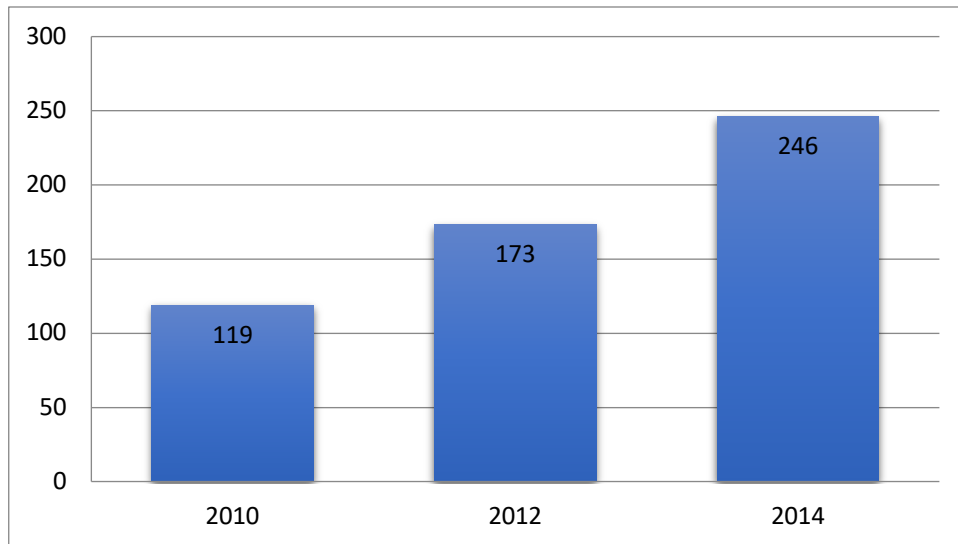
#### ***2.4.3. The development of TNE in Vietnam in recent years***

The demand for TNE could show its potential development in the future. Therefore, it is worth reviewing the number of Vietnamese students choosing a foreign qualification delivered locally via TNE.

According to The Law on HE issued in 2012, joint training programmes at undergraduate or higher degree level must be approved by the Minister of Education, and a register of these programmes is listed on the Vietnam International Education Development (VIED) (Vietnamese Government, 2012). Exploring the scale and scope of TNE enrolment in Vietnam, however, is problematically challenging as only two TNE home countries that are the UK and Australia frequently publish enrolment data. This comes from the fact that Vietnam does not regularly collect data on students enrolled in TNE programmes.

One of the few pieces of information collected is that there were 246 TNE programmes listed in 2014, up from 173 in 2012 and 119 in 2010 (McNamara & Knight, 2015; EduWorld and AFG Venture Group, 2013) (Figure 2.4).

Figure 2.4 TNE programmes in Vietnam



Source: (EduWorld and AFG Venture Group, 2013; McNamara & Knight, 2015)

More specially, according to data from Universities UK International (UUKI), with impressive growth in the number of students studying UK TNE programmes, Vietnam was in the top 10 Asian countries hosting the most students in 2017–18 (Ramos & Wake, 2019) (Table 2.4).

Table 2.4 Top 10 host countries in Asia for UK TNE students, 2017-2018

Rank	Host Countries	Number of Students	Percentage of students
1	Malaysia	46,490	26.8%
2	China	36,940	21.3%
3	Sri Lanka	22,350	12.9%
4	Singapore	20,875	12.0%
5	Hong Kong	18,730	10.8%
6	India	7,485	4.3%
7	Uzbekistan	5,625	3.2%
8	Nepal	2,645	1.5%
9	Vietnam	2,270	1.3%
10	Myanmar	2,005	1.2%

Source: Ramos and Wake, 2019

Despite being one of the top 10 Asian countries hosting the most students in 2017/18, among 32 Asian countries in which UK TNE is delivered, the share for Vietnam which the study focuses on is insignificant (1.3%). Carrying out this research that contributes to the development of TNEs in Vietnam is, therefore, logically necessary.

#### ***2.4.4. The effects of TNE on Vietnam from the host country perspective***

The following section examines the enormous benefits of TNE for the host country as well as exploring the importance of the development of TNE in Vietnam. The benefits to the host country can be significant. Firstly, TNE may bring great academic educational benefits to Vietnam. The collaboration with TNE providers will provide more opportunities for Vietnam HEIs to improve capacity building, such as teaching and assessment methods, programme management and quality assurance processes (Hussain, 2007). Furthermore, thanks to fierce competition between foreign HEIs and local universities, many host countries frequently undertake audits and provide accreditations guaranteeing the minimal level of standard required for an education programme (Alam et al., 2013).

In addition, in terms of economic reward, TNE contributes to economic regeneration and helps to create the shift to knowledge-based economies. TNE can be viewed as a mechanism for attracting more participation, reducing the cost barriers of travel and subsistence because students studying through TNE in their home country are generally able to pay fewer fees. Also, money and talent are kept in the home country, and whenever TNE is in partnership with a local provider, there is more likely to have a revenue stream available to that provider (Sanderson, 2019).

Next, the development of TNE offers more options for Vietnam students in HE level, especially, TNE programmes from reputed foreign universities who are committed to providing high quality teaching and learning will help students strengthen their knowledge and skills. As stated by McNamara and Knight (2015), through TNE programmes, required skills would be developed quickly in the host country labour market (McNamara & Knight, 2015). It means the labour force will become more dynamic and powerful.

Last, but not least, TNE leads to positive socio-cultural outcomes in the host country. The most regularly recognized socio-cultural advantage is the change of improving in English and an increased different cultural comprehension (McNamara & Knight, 2015).

TNE can, nevertheless have drawbacks as well. The intense development internationalisation of HE in Asia has clearly indicated that the education systems of these countries have started to westernise and lost their typical culture characteristics. Some researchers have voiced their concerns over negative effects, if any, on the Asian unique cultures, languages, traditions, and heritages (Alam et al., 2013; McNamara & Knight, 2014; Mok, 2009; Wilkins & Juusola, 2018).

## **2.5. Chapter summary**

The internationalisation of HE is the central topic that has received considerable attention in many previous studies during the last twenty years. Providing the exact definition of TNE is hard because articles have offered many different descriptions. Whatever point of view one can have on TNE, it refers to the provision of education qualifications from HEIs in one country that is different from the one in which students are located.

HEIs in the UK are greatly encouraged by their home government to expand overseas as part of internationalisation strategies that might contribute to increasing effects of UK HE globally as well as creating more financial benefits. While realising the importance of well-designed TNE programmes to the development of highly skilled labour force and the expansion of Vietnam's current economy, government is currently reforming the regulations of TNE to provide transparent market for TNE providers (Nguyen & Shillabeer, 2013).

The UK is the world's largest and fastest growing TNE provider with a number of branch campuses opened globally (HEGlobal, 2016). Although 49.5% of TNE programmes were delivered in Asian countries (Department for Business Innovation and Skills, 2014), surprisingly, the share of Vietnam is insignificant. Carrying out, therefore, this research that contributes to the development of TNEs in Vietnam is logically necessary.

### **Chapter 3: Previous Research on Factors Affecting the Effectiveness of TNE**

Chapter three is divided into two main sections. The purpose of this thesis is to explore factors influencing the effectiveness of TNE and understanding the definition of effective TNE programmes is therefore vital. The first part describes and discusses interpretations of the effectiveness of TNE programmes. The second section reviews factors affecting the successful TNE programmes identified in previous studies.

#### **3.1 Definition of the effectiveness of TNE programmes.**

Due to the fact that there has been limited discussion in the literature about the success of TNE, understanding the definition of effective TNE programmes is quite difficult. It is important first to clarify what the term “effectiveness” means; hence, the search for that definition was conducted in a wider range of contexts. As introduced in section 2.2.1, TNE can take place in “all types of higher education study programmes, or sets of courses of study, or educational services...” (Council of Europe, 2002, para.28) or TNE prefers “the provision of education for student...” (Department of Business Innovation & Skills, 2014, p.10). This section not only focuses, therefore, on the effectiveness of TNE programmes in particular but also considers the effectiveness of education programmes in general as a wider range of context.

It should be noted that a number of authors highlighted the key role of students in evaluating the effectiveness of education programmes (Dynarski & Gleason, 1999; Malik et al., 2015; Miliszewska & Sztendur, 2011; Wilkins & Stephens, 2013; Wilkins et al., 2012). In the research of the effectiveness of professional development (PD) programmes of teachers at higher educational level, Malik and his colleagues expressed that the excellence of PD courses should be viewed from learners’ perspectives (Malik et al., 2015). The effective PD courses should give learners confidence to keep studying and, as a consequence, they are expected to attend all lectures as well as being able to study what they believe will help them in their professional development. Besides, if PD programmes are provided online, learners should receive benefits from online materials, lecturers and trainers’

community in an efficient way (Malik et al., 2015).

Similarly, Dynarski and Gleason (1999) declared that effective education programmes should encourage more students to complete their studying. Besides, these authors claimed “program[me]s that succeed simply may be the right blend of activities, approaches, and supports for their students” (p.2). They did not agree with the idea that an education programme is fundamentally a "one-size-fits-all solution" or is considered to be suitable for a wide range of students. They noted that students with different backgrounds, levels and purposes should be treated differently. As a result, the effective education programme should pay attention to the physical, intellectual, social, and emotional characteristics of each student.

Focusing on students as a main concern in assessing the effective education programme is correct, because students could be seen as customers of HEIs or “the ultimate clients of an education programme” (Miliszewska & Sztendur, 2011, p.135). They should, hence, get involved in defining what contributes to the success of education programmes. It is the main reason why many researchers examined students’ satisfaction when they wanted to evaluate the success of an education programme (Wilkins & Stephens, 2013; Wilkins et al., 2012). There is, however, a limitation with this argument due to the fact that students are not the sole participants of this process. One question that needs to be asked is whether an education programme is effective if it can fulfil students’ needs but cannot satisfy the expectations of other participants.

Many authors agree that not only students are clients of education programmes. Ermer (1995) determined that customers of education programmes consist of departments as internal customers and students, as well as employers as external customers. Brian and Teo (2001) identified, similarly, that students and faculty members would be customers. Moreover, according to Kanji et al. (1999), the customers of HE are people who are connected to the educational process. They include distinct groups: current students, potential students, employees, employers, governments, and industries.

Researchers in the field of effective education programmes cannot therefore only pay attention to students’ viewpoints. Barr (1981) also supported this opinion when he claimed that “It is important not



simply to match learners with teachers but to develop an educational system in which parents, students, and teachers can choose the type of programme they believe to be in their best interests” (p. 571). Miliszewska and Sztendur (2011) shared, likewise, the same idea but they focused particularly on TNE. They concluded that “a transnational education programme is perceived to be effective if it fulfils the needs of its participants to such an extent that they would be happy to enrol in another similarly designed programmes” (Miliszewska & Sztendur, 2011, p.124). These authors emphasised the perspectives of students, teachers and programme developers in evaluating the success of TNE programmes.

It is worth mentioning that no matter who the participants are, the education programme/ TNE programme is perceived to be effective if it satisfies the expectations of its stakeholders. As a consequence, different participants may lead to the identification of different factors affecting the effectiveness of TNE programmes. Exploring the perspectives of stakeholders of TNE programme is, therefore, essential and this will be presented in the next chapter (chapter 4 – session 4.1). In this thesis, the terms including “the effectiveness of TNE programme”, “the success of TNE programme”, “the excellence of TNE programme” and “the high-quality TNE programme” will be used interchangeably with the similar meaning.

### **3.2. Previous studies on factors affecting the effectiveness of TNE**

As indicated previously, there were not many previous studies specifically concerned with the success of TNE. The literature on factors exerting effects on the excellence of TNE programmes is, hence, relatively limited as well. Several factors were listed by previous researchers consisting of cultural differences, teaching methods, learning styles, learning opportunities, organisational support, quality of lecturers, and content of TNE programme, which are mainly focused on the student perspective.

#### ***3.2.1. Cultural differences, teaching and learning styles***

A number of pieces of research (Eldridge & Cranston, 2009; Heffernan et al., 2010; Tharapos, 2015) on TNE programmes have shown the vital part that culture or/and cultural differences play. It is difficult to explain this phenomenon, but the main reason might be that dissimilarity in culture between TNE providers from home countries and other participants from host countries could be seen as a main characteristic of TNE programmes.

It is also critical to mention that cultural differences might create impact on the effectiveness of the TNE programme as well as on teaching styles and students' learning styles. This part of chapter three discusses, therefore, how distinctions in culture affect not only TNE programmes but also teaching and learning styles.

As mentioned before, TNE programmes are normally provided by the English-speaking nations, such as the UK, the US and Australia, whereas Asian countries are home to the largest number of TNE students. On the one hand, the home countries of TNE providers are low context and individualistic cultures (Tharapos, 2015). Hall and Hall (1976) stated that characteristics of low context cultures are that presentation of information is explicit, and almost all meaning is conveyed in actual, literal words. On the other hand, the host countries of TNE programmes are high context and collectivist cultures. Hamdan (2014) emphasised that, in high context cultures, gestures and other social cues play the similar role as actual words that is usually implicit, in conveying the meaning of information.

Misunderstandings in communication are often caused by people from different cultures. Students who come from a high-context culture, for example, may feel that teachers from low-context one lack explanations or guidance. The differences between high and low context cultures may, therefore, create challenges for students when communicating through online services (Hall & Hall, 1976) or participating in other modes of TNE programmes.

With cross-border delivery, culture and/or cultural differences are believed to exert significant influences on different aspects of TNE practices and their implications. Eldridge and Cranston (2009) suggested that cultural differences have effects on both operational management and academic side of TNE. In detail, the authors listed two management areas that could be influenced by cultural

differences, including the organisation of academic activities relating to the content arrangement or the what of transnational education (such as teaching and marking) and the organisation of operational issues of TNE programmes referring to the logistical arrangement or the how of transnational education (such as marketing, finance and procedural frameworks) (Eldridge & Cranston, 2009).

Eldridge and Cranston (2009) highlighted, moreover, that distinctions in procedures and regulations between host and home countries may build barriers to the cooperation between partners of TNE. These authors' analysis, however, does not take account of impacts of the host country's procedures and regulations on the success of TNE. In fact, these issues play a crucial role in the development of TNE. For instance, in order to boost the development of TNE programmes, the governments of Singapore and Malaysia have worked in a close relationship with those of programme providers' countries in terms of regulation making (Cauter, 2013). This explains why UK TNE providers have paid more attention to those countries in the Asian market in many recent years.

With regard to cultural influences on the academic side of TNE, not only Eldridge and Cranston (2009) but many other researchers also concentrated on the teaching and learning in such cross-border forms of education delivery. Eldridge and Cranston (2009) found that cultural differences create difficulties in pedagogy, assessment procedures and the social aspect of TNE programmes. In the earlier study looking at the offshore students enrolled in US TNE programmes in Taiwan, Chang (2004) showed that TNE programmes were specially designed that allowed the cultural adaptability or a combination between students' life experiences and learning processes.

A weakness of Chang's (2004) argument is that not only students but also academic staff, such as academic managers, teachers and administrative staff, need to adapt to the cultural difference in TNE programmes. They are often unfamiliar with a new culture in the host country and culturally diverse students. This may lead to misunderstandings or confused communications between academic staff and students as well as ineffectively engaged students in the classroom.

Teaching in a distinct sociocultural context with a number of challenges is, besides, totally different from that in educators or teachers' local environments. This requires a great degree of transferability

of pedagogical knowledge and skills as well as better preparation for teaching abroad (Bodycott & Walker, 2000; Gribble & Ziguras, 2003). Pherali (2012) also supported this idea when he stated that teaching in a distinct culture environment is quite difficult for English-speaking teachers, mainly owing to a lack of cultural awareness and language misunderstanding with students who use English as a second or foreign language. In the process of internationalisation of HE, the transnational movement of teachers has, therefore, become a major factors to the success of education programmes (Pherali, 2012).

Along with the language difficulties that Pherali (2012) mentioned above, Bannier (2016) emphasised that widespread use of the English language in TNE is a culturally complicated issue. He identified that non-native English students from high context cultures also face serious obstacles in a virtual learning environment (such as distance learning) that stemmed from a lack of body language as well as overwhelming written instructions (Bannier, 2016). Lemke-Westcott & Johnson (2013) also reminded that the language issue could be an obstacle for the success of TNE programmes. TNE students who are not fluent in English will, for example, have a high percentage to abandon courses (Wilkins, 2014). He emphasised that TNE programmes delivered in non-English languages can provide a variety of benefits to students.

In order to overcome the language challenges in TNE programmes, a few HEIs provided lectures in multiple languages (Lemke-Westcott & Johnson, 2013) or used the same language of the host country where branch campuses are located (Wilkins, 2014). These solutions are creative, but they do not take account of the fact that a number of students study TNE programmes because they want to improve their English language skills. Furthermore, if all lectures are delivered in the language of host country, a question has been raised as who teachers are. If they are native English-speaking teachers, they may not be able to handle courses in other languages. On the contrary, if teachers are from the host country, students will not be able to take advantage of approaching different forms of teaching, exposing different cultures and viewpoints and enhancing English language skills.

Wilkins (2014) and McBurnie and Ziguras (2006) also declared that there are benefits and drawbacks of recruiting local staff as opposed to emigrant teachers from home countries. On the one hand, students and their families expect to be taught by foreign teachers who come from the country delivering a foreign programme. On the other hand, academic staff who are employed locally could have a better understanding of students' culture, needs and local context (McBurnie & Ziguras, 2006). Wilkins (2014) argued that English language proficiency could be a barrier to student recruitment of TNE programmes, however, it is worth mentioning that large challenges will offer students great opportunities for their personal developments.

As far as students' learning styles are concerned, many analysts highlighted how culture might influence learning preferences (Johns et al., 2007; Wilkins et al., 2012; Wang & Moore, 2007; Pimpa, 2009). In 2007, Wang and Moore drew attention to the importance of learning style preferences in cross-border education programmes. After analysing Chinese students' attributes in two Australian TNE programmes, they suggested the links between group characteristics and preferred learning styles. Especially, students' learning style preferences should be considered when developing a culturally sensitive learning environment for transnational students (Wang & Moore, 2007).

Wilkins et al. (2012) confirmed that teaching TNE programmes is sometimes harder and more complicated because of the diverse student populations (Wilkins et al., 2012). This can be illustrated briefly by an example of branch campuses in The United Arab Emirates (UAE). In detail, teaching methods used in the UK or the US encourage student-centred learning by allowing students to make decisions, to take charge of activities and to work in collaboration. Meanwhile, students who have completed UAE secondary education are fully familiar with teacher-centred approach in which teachers are actively involved in teaching whereas learners are in a passive role (Wilkins et al., 2012). Both foreign teachers and UAE students faced, therefore, difficulties because of two different approaches. Whereas UAE learners needed an expert to fill them with information and knowledge, foreign teachers expected that their students have the duty to accommodate the learning process to their own unique way.

Another similar example is found in Pimpa's paper, when she analysed the relationship between learning styles of Thai students and cultural differences in TNE programmes in Thailand (Pimpa, 2009). Thai students prefer group discussion to individual learning and they tend to accept other opinions without challenging lecturers and classmates. This kind of learning culture may be different from what foreign teachers and students expect. The author indicated that Thai students feel terribly uncomfortable when they study in a new learning culture (Pimpa, 2009).

These significant findings may help to understand that due to the discrepancy in cultural backgrounds, students may have different learning styles. This might cause conflicts between teaching methods and students' learning styles. If teachers want to have effective teaching methods that can eliminate learning barriers as well as build up students' strengths, hence, they would need to explore students' specific learning styles.

So far this chapter has focused on the relationships between cultural differences, teaching methods and students' learning styles in TNE programmes in previous publications. The following section will discuss the rest of factors that are determined in the literature.

### ***3.2.2. Learning opportunities***

As previously stated, TNE refers to students who studying international HE programmes in their home countries, instead of travelling to the foreign university. This feature is related to the movement of academic staff of TNE providers from the host country to the home country. Based on this view, Debowski (2005) drew attention to issues around the creation of rewarding learning opportunities for students.

He stated that academic staff regularly travel to branch campuses and teach students for several days each time. Keeping students on-task and engaged, which demands significant attention, hence, is very important. Sometimes, students get exhausted during extended learning days. Owing to learning a lot in a short amount of time, group discussion, presentation, case studies and other forms of interaction learning are, in addition, very limited in some settings (Debowski, 2005).

This finding has important implications for developing high-quality TNE programmes because without a flexible schedule providing more learning opportunities, even with excellent teacher supports, it is difficult for students to have high productive working. Debowski (2005) made a valid point when he argued that "designing flexible and interesting learning opportunities related to the structuring of TNE programmes" is a great challenge for TNE providers (p.272)

The results of Debowski's paper were based on reviewing the experiences of seven Australian academics who worked in an Australian university's MBA programme in China. With a small sample size, caution must be applied, as the findings might not be transferable to others situations.

### ***3.2.3 Organisational support***

According to the literature, organisational support in TNE programmes may be divided into two main categories, consisting of academic staff support and student support.

With respect to academic staff support, as previously stated, TNE academic staff frequently take business trips to other countries to deliver lectures. These continuous movements and inexperience in different cultures could create negative impacts on staff's productivity and performance. Hence, any type of support, such as information about accommodation, weather, the protocols for interacting with students, the types of teaching resources as well as increasing a number of annual paid leave day, provided by HEIs will be highly valued (Debowski, 2005).

In term of student support, Khoo and Idrus (2004) claimed that "*without necessary student support services, a distance education programme will not be succeed*" (p.1). In addition to support from instructors that will be presented in the following section, students still need assistance related to libraries, registration, technology, communication, course materials, determining workload and deadlines and so on during their courses (Hardy & Boaz, 1997; Granger & Benke, 1998; Miliszewska, 2009). Induction and orientation programmes are absolutely necessary to introduce the institution, definitions and functions of departments, programme requirements (Miliszewska, 2009).

Moreover, similar to other types of education programmes, TNE students who differ in background, expect simple, convenient and automatic administrative processes (Granger & Benke, 1998). Simpson (2013) concurred with this concern suggesting further that students also want to know exactly who and where they can contact when they have any problems as well as how processes happen.

#### ***3.2.4. Quality of lecturers/instructors***

In useful research into students' satisfaction and student perception of quality at international branch campuses, Wilkins et al. (2012) determined that respondents in the survey generally express high concern about the quality of lectures and teaching, particularly subject knowledge and application to the local context.

In another study of the effectiveness of TNE programmes from the student perspective, Miliszewska and Sztendur (2011) showed, similarly, that instructors' ability is the crucially important factor. Students particularly valued helpful guidance and support from their instructors to help them meet programme requirements, understand well-designed syllabuses and presentation outlines, deal with technology in classroom and have well-prepared for courses. In addition, students also believed that if teachers could understand their backgrounds and expectations, providing course materials and feedback on assessment tasks promptly as well as improve communication skills, TNE programmes would be more successful (Miliszewska & Sztendur, 2011).

The findings of Miliszewska and Sztendur (2011) are consistent with those of Omoregie (1997) who found that instructors' preparation and understanding of students' needs will contribute the effectiveness of distance learning.

#### ***3.2.5. Content of TNE programme***

In a survey of students undertaking Australian TNE in South East Asia, along with instructors' ability, Miliszewska and Sztendur (2011) also emphasised programme content should be relevant to jobs or



careers as an essential success attribute of the high quality of a TNE programme. Almost 100% of students in the survey agreed that programme curriculums should be designed to meet requirements of labour markets. This finding accurately reflects that students expect to increase their employability after graduated.

Another surprise when reviewing the literature on the effectiveness of TNE programmes, is that far too little attention has been paid to education quality management or quality assurance. From a historical perspective, quality management has been considered as different things through several stages (Gueorguiev, 2006). Firstly, it means quality control that are processes monitored to ensure that all product quality is maintained or improved. Quality control involves testing of units and examining if they are within the quality requirements for the final product. Secondly, quality management is defined as quality assurance, which includes all activities from design, development, production, installation, servicing and documentation to prevent defects and mistakes in manufactured products and to avoid problems of products or services' deliveries (Gueorguiev, 2006). Thirdly, quality management covers all the activities that managers undertake to follow their quality policies. These activities are believed to include quality planning, quality control, quality assurance, and quality improvement. Last but not least, total quality management (TQM) refers to a managerial approach that seeks sustainable long-term organization's objectives by satisfying customer needs and expectations, encouraging employee feedback and participation, obeying governmental statutes and regulations, and respecting societal values and beliefs (Gueorguiev, 2006).

In higher education, TQM is a perception that involves the educational institutions, through long period of planning, adopting a total quality way of managing to improve the effectiveness, flexibility and competitiveness to the entire academic process and environment so that the students and all involved are extremely beneficial. It is the never-ending pursuit of continuous improvement, towards the accomplishment of the institution's vision, in every department, every activity and every single person at every level (Antony & Preece, 2002). Harris (1995) claimed that there are three generic approaches to TQM in higher education (Zabadi, 2013). Firstly, there is a customer focus where the ideas of services to students, considered as the end customers, are supported through staff coaching

and development, which encouraged student's self-reliance and preference. Secondly, there is a staff focus that is related to its performance and value, and increase the morale and contribution of staff to the effectiveness of an educational institution's operation. The third approach refers to service agreement stance and attempt to guarantee compliance to specification at sealed access measurable degree of the educational process (Harris, 1995).

### **3.3. Chapter summary**

In the field of HE, various definitions of effective education programmes are found, however, the existing interpretation on the effective TNE programmes is sparse. Many analysts agreed that successful education programmes should pay attention to students' backgrounds to understand their needs as well as expectations and then, attempt to satisfy them as much as possible (Dynarski & Gleason, 1999; Malik et al., 2015). Such expositions suffer, however, from an apparent weakness. The student is not the sole participant of education programmes, therefore, the definition of an effective education programme might have been much more convincing if other stakeholders' perspectives could be included. Actually, Barr (1981) and Miliszewska and Sztendur (2011) shared the same ideas that TNE programme is perceived to be effective if it could satisfies expectation of its stakeholders.

After reviewing the literature on factors affecting the effectiveness of TNE programmes, it is important to note that not many previous studies have paid attention on this topic. Several factors which may exert influences on the effectiveness of TNE can be listed as follows: cultural differences, teaching methods, learning styles, learning opportunities, organizational supports, quality of lectures/ instructors. These findings suffer, however, from some weaknesses. First, many researchers showed that these factors may affect TNE programmes directly or indirectly, but they did not examine exactly the relationship between them and the success of TNE programmes. Second, a majority of studies focused on students' perspective rather than other stakeholders.

As a consequence, the next chapter will discuss a collection of interrelated concepts and theories that guides this research.



## **Chapter 4: Theoretical Framework**

This thesis so far has focused on reviewing literature on definitions and factors influencing the effectiveness of TNE programmes. The following chapter will discuss a theoretical framework of this thesis. The theoretical framework describes and justifies the appropriateness of perspectives, theories and constructs that underpin the research methodology. In this chapter, the academic literature is reviewed to highlight the main theories relating to key stakeholders, outcome based education, student learning styles, student engagement and cultural differences. Finally, knowledge gaps and research questions are identified in the last part.

### **4.1 Stakeholder theory**

Considerable and dynamic changes have given rise to fierce competition in HE (Tanrikulu & Gelibolu, 2015; Bristow & Schneider, 2003). In order to gain a competitive advantage, more and more HEIs have become customer-oriented (Aggarwal et al., 2013). That is to say, positioning an HEI as a student-customer-oriented organisation has been widely discussed (Koris et al., 2015). There are those who state that HEIs should determine what is essential for students (Elliott & Healy, 2001), take time to explore students' needs, and provide good value for money as well as a valuable educational experience (Bristow & Schneider, 2003). It is agreed that the satisfaction of students, as customers, has a critical role (Tanrikulu & Gelibolu, 2015). It must be pointed out, however, that the effectiveness of TNE programmes cannot be determined only from the students' perspective. In some cases, for example, when HEIs make enormous organisational, programmatic, or instructional changes but parents and community members are not notified in advance or taken into account of in the process, this may result in criticism and resistance. Therefore, merely a student-customer orientation may be inappropriate for this study.

Returning to the definition of the effectiveness of TNE programmes, there are two interpretations of Barr (1981) and Miliszewska and Sztendur (2011) that seem to be pertinent to this dissertation. Barr (1981) indicated that "It is important not simply to match learners with teachers but to develop an

educational system in which parents, students, and teachers can choose the type of programme they believe to be in their best interests” (p. 571). Likewise, Miliszewska and Sztendur (2011) stated that “a transnational education programme is perceived to be effective if it fulfils the needs of its participants to such an extent that they would be happy to enrol in another similarly designed programmes” (Miliszewska & Sztendur, 2011, p.124).

The common point of view between Barr (1981) and Miliszewska and Sztendur (2011) is that they take many different participants’ perspectives into consideration when evaluating the effectiveness of education programmes or TNE programmes. These findings may help us to understand that factors affecting the success of TNE programmes may be stemmed from key stakeholders. Consequently, the following section set out to determine the relevance of stakeholder theory to this thesis.

#### ***4.1.1. Introduction of stakeholder theory***

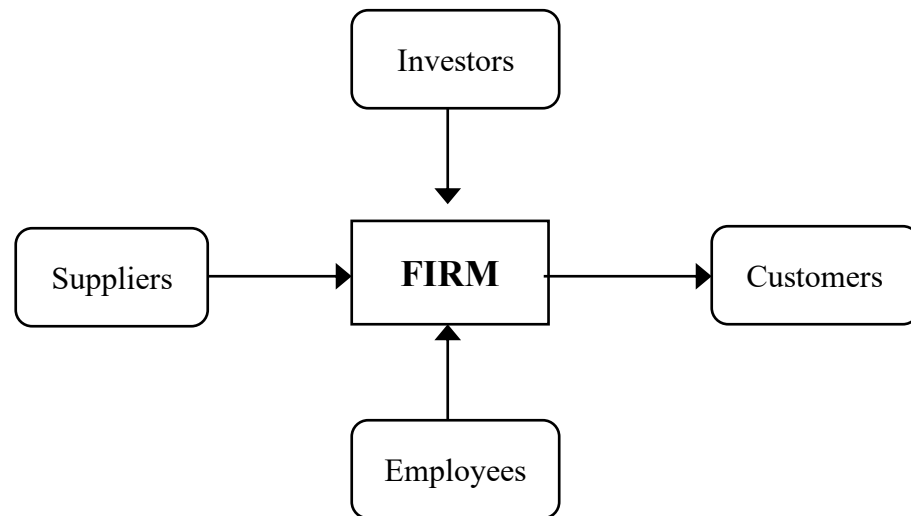
Modern stakeholder theory was first introduced by Freeman in 1984. In the book "Strategic Management: A Stakeholder Approach", he specified that, along with the task of maximising value for stakeholders, companies should be able to recognise their interests because they are groups or individuals who influence or are influenced by the companies' drivers and activities (Freeman, 2010). It is unsurprising when the idea that collaboration between key participants has become popular in the management literature, both academic and professional.

According to Bowie (2012), although stakeholder theory has applied worldwide, it has been subjected to two considerable criticisms. The first comment is to define who could be counted as a stakeholder and the second one is how to manage (balance) all the different stakeholder interests. Regarding the two above questions, there are two points of view including a conventional input-output perspective and a stakeholder conception of the corporation.

As claimed by Donaldson and Preston (1995), investors, employees, and suppliers, in an input-output model, are described as contributing inputs whereas customers are depicted as outputs by a firm transformation (see Figure 4.1). Normally, each contributor of inputs expects to receive appropriate

compensation. This model fails, however, to balance the benefits between key stakeholders. It can be seen clearly that a majority of benefits will go to customers (Donaldson & Preston, 1995).

Figure 4.1 Input - output model

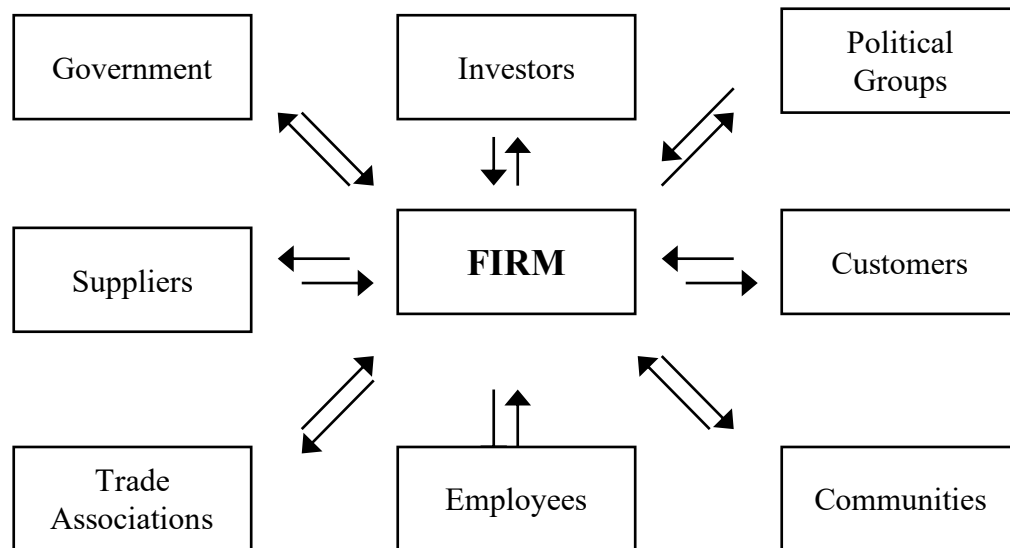


Source: Donaldson and Preston (1995)

On the contrary, the stakeholder model is radically different in all its variations (see Figure 4.2). First of all, with respect to contributors of the model, it will be determined based on different situations of different forms of business organisations (Bowie, 2012). Employees, customers, suppliers, and the local community are, normally, supposed to be stakeholders. Additionally, NGO's and government regulators could be considered as stakeholders in certain situations (Freeman et al., 2010).

Stakeholder analysts declared, importantly, that all people or groups with legitimate interests should get involved in a firm with equal benefits or there is no priority to any participants of an enterprise (Donaldson & Preston, 1995). Hence, the arrows, in the model, between the firm and its stakeholder constituents run in both directions. This means all stakeholder relationships are described in the same size and shape and are equidistant from the "black box" of the firm in the centre.

Figure 4.2 The Stakeholder Model



Source: Freeman (1984)

It is worth mentioning that the main idea of stakeholder theory is accumulating as much wealth as possible for key participants, without using trade-offs (Freeman, 1984). This statement could be seen at the heart of the understanding of creating the effectiveness of TNE programmes. Firstly, once again, stakeholder theory emphasises that TNE programmes are discerned to be success if the benefits of all participants are kept in view. It is, therefore, necessary to raise the question that who could be seen as TNE programmes' key stakeholders and the answer will be provided in the following discussion. Secondly, no matter what roles participants take in, their compensations should gain as much as possible.

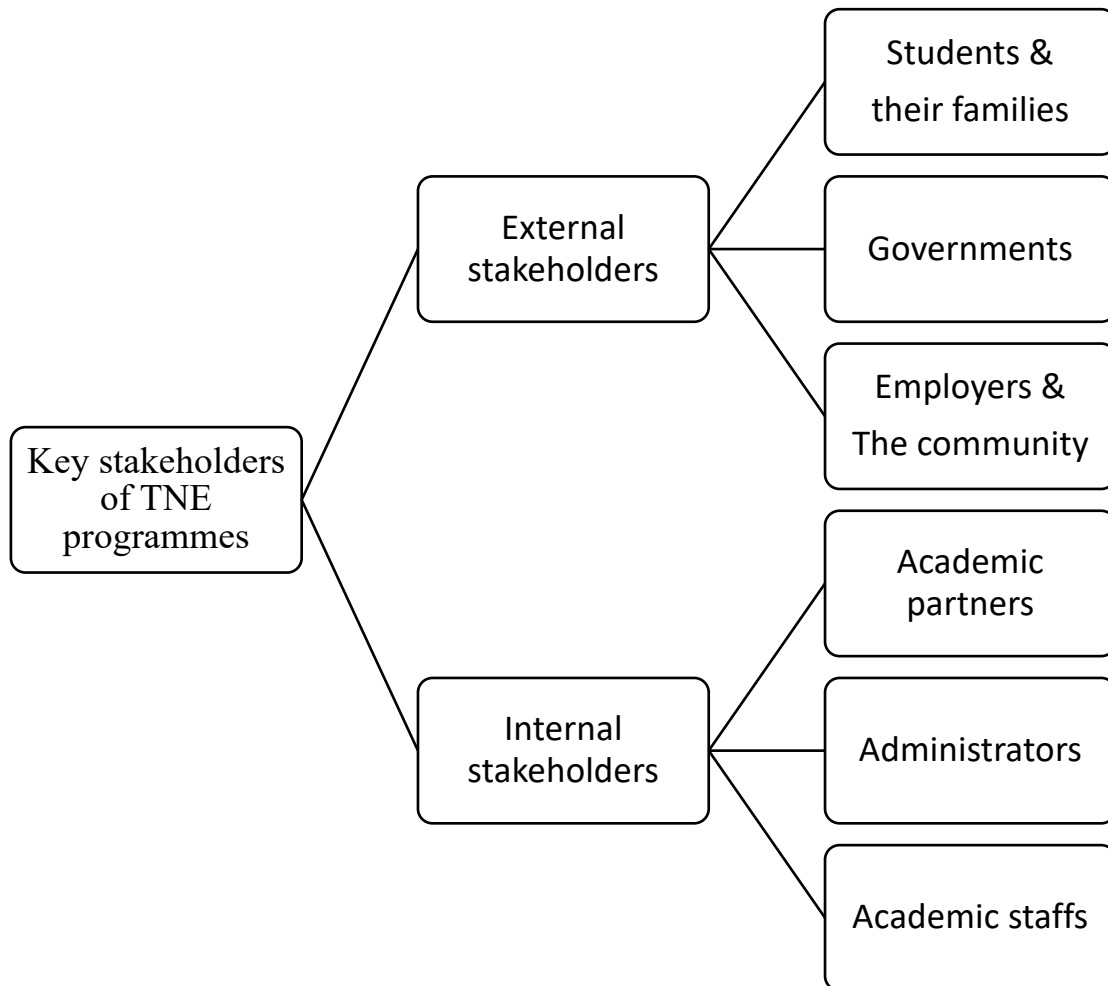
#### ***4.1.2. Stakeholders of TNE programmes***

Freeman (1984) defined stakeholders as “*any group or individual who can affect or is affected by the achievement of the organization's objectives*” (p.46). Drew et al. (2018) highlighted that the TNE landscape is complicated owing to multiple key participants with different perspectives and motivations.

In terms of the shifting interests, influential levels and power bases, Bolton and Nie (2010) divided stakeholders of TNE into two groups, including external stakeholders, such as students, parents, industry and government, and internal stakeholders represented by the universities themselves. Meanwhile, according to Mercado and Gibson (2013), TNE key participants can be classified on the basis of their functions into academic partners as TNE providers, administrators and academic staff engaged in delivery, students and their families as consumers, government as enablers and regulators, employers and the community as beneficiaries.

Actually, the two above definitions do not contradict each other because TNE stakeholders are categorised depending on two different criteria. They even could be combined for providing better comprehension of TNE programmes' key members. If so, stakeholders of TNE are classified into two groups, consisting of internal stakeholders and external stakeholders. Internal stakeholders include academic partners as TNE providers, administrators and academic staff engaged in delivery. External stakeholders are composed of students and their families as consumers, governments as enablers and regulators, employers, and the community as beneficiaries (see Figure 4.3).





Source: Bolton and Nie (2010); Mercado and Gibson (2013)

Viewpoints of each TNE stakeholder group are, generally, affected by their personal motivations, their standards of local education provision, their understanding of different TNE modes and the economic development of the country (Mercado & Gibson, 2013). Because of different attitudes, the needs and desires of each group are not necessarily in the same line with the others. This may, as a consequence, lead to tension or at least, misunderstanding between benefits and targets of different contributors (Kennedy & Duffy, 2004).

In order to overcome the conflicts between key stakeholders, it is important to understand their expectations, requirements and motivations of TNE programme. That is to say, reviewing the

perspectives of key participants on the effectiveness of TNE programmes will draw a clearer picture of operating mechanism of TNE.

#### *4.1.2.1. Internal stakeholders' perspectives on the effectiveness of TNE programmes*

This section that follows on from the previous one, examines perspectives on the effectiveness of education programmes or TNE programmes of internal stakeholders, such as academic partners represented by academic managers, administrators and academic staff. As explained in chapter three, due to the fact that there has been limited discussion about the success of TNE, the literature not only focuses on the effectiveness of TNE programmes in particular but also considers the effectiveness of education programmes in general.

##### *a. Academic managers' perspectives on the effectiveness of education programmes/ TNE programmes*

First of all, as stated by Miliszewska and Sztendur (2011), from education programme developers' point of view, successful education programmes are set up to meet a variety of students' needs. Students' requirements are, normally, diverse due to their different backgrounds and expectations. It is, therefore, really difficult for TNE providers to satisfy them. One example of solutions that was suggested by Schonfeld (2005) is providing a standardised programme content and ability to re-visit course material. There is, however, an inconsistency with this suggestion. A standardised programme content might lead to a poor fit between course content and the instructor' teaching style. Owing to a lack of ownership and engagement in classroom, besides, the interaction between teachers and students might be reduced.

Bolton and Nie (2010) indicated, moreover, that academic managers also drew attention to the relevance between TNE programmes and local, national educational markets. This can be illustrated briefly by an example of Australian TNE. A tension was created when Australian TNE programmes are specialised in mainstream business and management curricula whereas Chinese market requires TNE programmes on e-business and communication. The international demand forces Australian TNE providers to consider either keep teaching the e-business in Australia or request the Chinese faculty

that are now proficient with e-business content to teach that degree in China.

An additional aspect of the relevance between TNE programmes and local national market was mentioned in Tsang's publication in 2007. He noted that TNE programmes are normally provided by Western HEIs. Hence, programme contents and sets of practical tools are supposed to be effective in Western cultures. Owing to cultural differences, TNE programmes need, however, to be critically redesigned within a Vietnam context (Tsang, 2007). Actually, the origin of this issue is cultural differences between host and home countries that was analysed in detail in section 3.2.1 of this thesis.

Another concern of academic managers about education programmes is an education curriculum. Ray and Rinzler (1993) laid greater stress on the role of intuition, emotion, creativity, and spirit in learning tasks. They believed that an education curriculum needs to encourage students' abilities of information collecting, data analysis, decision-making, and broader sense making of the environment. These skills and attributes appear critical for Vietnamese graduates. A report was conducted by The Centre for Labour Market Studies - University of Leicester - UK (2010) demonstrated government concerns about the employability of Vietnamese graduates. Although a large figure of Vietnamese students graduate every year, less than 10% of them were recruited by foreign companies. The similar fact was also mentioned earlier in section 2.3.1 of chapter two. A possible explanation for this is that Vietnamese students are trained in an education environment which is too theoretical. That is to say, students seriously lack practical solutions, mobility and English language skills.

Furthermore, many authors pointed out that academic managers want to establish the strong personal connections between students and teachers as well as among students (Lei & Gupta, 2010; Reeder, 2010).

#### b. Teachers' perspectives on the effectiveness of education programmes/ TNE programmes

According to Miliszewska and Sztendur (2011), from teachers' viewpoints, key criteria of the success education programmes including that students are motivated in class, participate in discussion, complete assessment tasks, pass examinations, and few students drop out from the programme.

Teachers also expected that programme content meets the students' needs and they can receive financial, personal and technical support from institution if needed. Thus, teachers concentrate on two sides, not only how to assist their students to improve the performances but also how HEIs/ universities support them in their careers.

In 2000, Badley raised a very interesting question about teachers' perspective on the effectiveness education programmes. "How can we teach without dominating?" (Badley, 2000, p.247). Through this question, teachers expressed their concern about the role of teachers and students in the classroom as well as how to share control with students and encourage interaction between teachers and students. The implication of this statement in TNE programmes may go further, suggesting the differences between teaching methods and learning styles. As introduced in section 3.2.1 of this dissertation, teaching methods of TNE providers in the UK or the US support student-centred learning, whereas students from Asian countries are fully familiar to teacher-centred approach. This means that teachers expect their students will play a key role in classrooms, such as solving problems, answering questions and formulating their own discussions or debates. Meanwhile, Asian students believe that the class is a stage for teachers and students just watch and listen most of the class time. The inconsistent expectations between teachers and students have risen to a number of challenges for the effectiveness of TNE programmes.

Macdonald (2001) shared the same idea when she explained about the "levelling" effect on the teacher-student relationship. She pointed out that there is a shift in the balance of power between teacher and students in online interactivity, one of the characteristics of TNE programmes, a shift towards supporting students' critical examining of authoritative sources. A related point to consider is the importance of collaboration between teachers and students that Poster acknowledged in 1997. In fact, communicating and collaborating between teachers and students are main factors in developing successful TNE programmes (Kennedy & Duffy, 2004).

The issues relating to interaction/ collaboration/ communication between teachers and students still have a number of challenges for developing TNE in Vietnam. Due to the fact that a Vietnam current

educational model appears passive with the dominant role of teachers running the class, students do not contribute and only sit tight, listen and take notes (Harman & Bich, 2010). As a result, the interaction between teachers and learners always stays low.

Bolton and Nie (2010) stated, importantly, that from teachers' perspective, an effective education programme should respect individual differences and allow students opportunities for learning how to acknowledge those differences. This valuable idea is endorsed because students of TNE programmes are individuals coming from different cultures with distinct points of view and characteristics.

#### c. Administrators and administrative staff' perspectives on the effectiveness of education programmes/ TNE programmes

Administrators and administrative staff are central to delivery of the whole educational process (Bolton & Nie, 2010). Kennedy and Duffy (2004) indicated that both students and teachers can not complete their tasks if they do not receive support from administrators. Thomas and his colleagues also emphasised in their research about the role of tutors, students and administrators in supporting distance learning that collaboration between administrators and the other stakeholders is the key element for the successful education programmes (Thomas et al., 1998).

In TNE programmes, for example, administrators and administrative staff are in charge of liaising with the executive groups of their HEI for strategic, educational, and commercial value (Bolton & Nie, 2010). They are, moreover, also responsible for confirming students' places, introducing students to their tutors, distributing courses materials (Kennedy & Duffy, 2004).

Based on the research of Chickering and Ehrmann (1996) and McLoughlin et al. (1999), from administrators and administrative staff' perspectives, an effective education programme should encourage and maximise contacts between students and other participants, particularly administrative staff, to develop relationships and promote collaboration among students. Giving rich and rapid feedbacks to students and stressing time-on-task are, furthermore, highly valued as well.

#### *4.1.2.2. External stakeholders' perspectives on the effectiveness of education programmes/ TNE*

### *programmes*

We now turn to exploring the perspectives on the high-quality education programmes/ TNE programmes of external stakeholders, such as students and their parents, governments and employers.

#### a. Students' perspectives on the effectiveness of education programmes/ TNE programmes

In recent years, a client's perception has always acted as the principal focus of forming the value chain for business education. (Friga et al., 2003). This means understanding students' perspectives is crucial for designing a successful education programmes/ TNE programmes, and as a consequence, researchers have treated this topic in much detail. Bolton and Nie (2010) subscribed to this view that if academics and administrators fail to understand students' expectations, they cannot be successful in producing an excellent education programme. Miliszewska and Sztendur's findings (2011) provide, moreover, support for investigating an effective TNE programme, in that, "irrespective of how the educational context may change in the future, the fundamental factors that impact learning and success have been identified by "clients": the transnational students themselves" (p.135).

Students perceive an education programme to be successful if its quality and capacity can meet the expectations of students and their parents and fulfilling students' career aspirations (Bolton & Nie, 2010; James et al., 1999). Regarding students' needs, Raelin (2007) identified they might be the interests of student in HE, such as academic development, personal development, career development, and professional work-skills development.

Another students' requirement for an effective education programme is reducing the gaps between teachers and students (Raelin, 2007; Kennedy & Duffy, 2004). The gaps are related with the power distance, the interaction/ communication and the cultural differences between teachers and students. Raelin (2007) shared, for example, the same idea with Macdonald (2001) that teachers should share control and decision power with students. These authors believed that if students receive more chances from their teachers to gain power, they would have more motivation for study, more opportunities for participation and discussion in class and behavioural problems will be reduced significantly (Raelin,

2007; Beard & Harper, 2002; Kenny, 2003).

With respect to the interaction/communication between students and other stakeholders, Kennedy and Duffy (2004) indicated that it is an important element of education programmes' effectiveness.

Interaction can be defined as “an interplay and exchange in which individuals and groups influence each other” (Palloff and Pratt, 2003, p.59). Moore (1990) also acknowledged that the amount of interaction between teachers and students as well as the quality of the communication system facilitating this interaction as determinants of the successful TNE programmes. Additionally, not only the interaction between teachers and students, but the importance of a network among students was also emphasised in publications of Beard and Harper (2002), Kenny (2003) and Simonson et al. (2000).

#### b. Parents' perspectives on the effectiveness of education programmes/ TNE programmes

Parents could be seen as one of key stakeholders of HE because of their influence and investment in both Western and Asian cultures (Bolton & Nie, 2010). Coughlan (2008) reported that although students of TNE programmes are normally older than 18 years old, their parents still want to remain in control of their psychological and financial issues. Parental influence plays, hence, an important role in any decision regarding HE.

This statement is absolutely true in Vietnam where parents could be considered as active stakeholders and influencers in the HE. Very much like in most of Asian societies, pursuing HE and academic degrees in Vietnamese communities are both highly valued and respected. This prompts parents to prioritise investing in their children's education as a culturally deep-rooted heritage.

In spite of their essential role, the research to date has tended to focus on other participants rather than parents. A few findings relating to parents' perspective are that they are likely to be concerned about the quality of TNE programmes and experience of TNE providers. Parents are, for instance, interested in pertinent information about educational opportunities, outcomes, and global and national career paths (Bolton & Nie, 2010).

c. Government's perspective on the effectiveness of education programmes/ TNE programmes

McClung and Werner (2008) noted that universities have “struggled with the changing voice of stakeholders over time” (p.103) particularly concerning government. However, similar to parents, few writers have been able to draw on any research into the opinions and attitudes of governments.

From governments' perspectives, they drew attention to the legality of TNE providers and TNE programmes (Ziguras & Pham, 2014). For example, Malaysia and Singapore governments allow any HEIs that could confer their own degrees to collaborate with their local colleges/ universities. This concern is absolutely necessary because this could protect students' rights. For instance, due to legal flaws of Vietnam in the past, in some cases, the enrolled students finished their study with an incomplete transcript, little academic evidence while they had to spend vast expenses (Ziguras and Pham, 2014).

Furthermore, governments also take an interest in the quality of TNE programmes and its relevance to labour market needs (Bolton & Nie, 2010). For example, Australian TNE providers specialised in mainstream business and management curricula faced many difficulties when they entered Chinese market that required TNE programmes on e-business and communication. In order to meet Chinese market's requirements, therefore, Australian TNE providers considered requesting Chinese faculty are now proficient with e-business content to teach that degree in China (Bolton & Nie, 2010).

d. Employers' perspective on the effectiveness of education programmes/ TNE programmes

Employers require HEIs to deliver education programmes that equip students not only with relevant theoretical and functional knowledge, but also with confidence, capability, and critical thinking skills to support global managerial competencies and decision-making in different contexts and cultures (Bolton & Nie, 2010). In other words, TNE programmes can be considered as successful if their students' working abilities meet the demand of labour market. This raises a question as to how Western educators are placed to respond to such TNE challenges.



Different labour markets with their own characteristics will, actually, impose different requirements on TNE providers. As previously mentioned, for instance, Vietnamese students who are products of passive learning, usually lack specific knowledge, critical thinking and confidence on their own. Although there are many foreign companies investing in Vietnam as a consequence of globalisation, therefore, a number of Vietnam graduates cannot satisfy their requirements. Several companies in Vietnam prefer, moreover, to hire students who graduated from foreign universities or domestic ones that collaborate with foreign counterparts to those graduated from completely domestic universities. This is due to the fact that employers believe that students holding foreign qualifications will have strengths on teamwork, able to provide practical solutions, and possess a high standard of English. This brings an obvious advantage to TNE programme providers.

So far, this chapter has focused on introducing several key participants of TNE programmes based on the stakeholder theory (Freeman, 1984). In general, stakeholder theory is considered central to successful TNE programmes owing to several reasons. Firstly, according to this approach, more members/ parties take part in TNE programmes helping TNE providers improve communication and public understanding. In other words, a number of perspectives, experiences, and expertise of members could be incorporated to improve reform proposals, strategies or processes. Secondly, a variety of participants involved in TNE programmes; hence, a sense of ownership among the stakeholders and within the broader community can be heightened. This means when the participants perceive that their opinions are being heard, their requirements are being fulfilled and their contributions are being recognised, they will feel more invested and engaged in the work, which will, therefore, raise the probability of success of TNE programmes.

Furthermore, if a UK TNE provider, for example, collaborates with a public Vietnam HEI to open branch campuses in Vietnam, considering the perspectives of a greater diversity of key participants is necessary. In Vietnam, public universities are supported by the government and local tax revenues. The universities are, therefore, not only responsible to the communities they serve, but they are also obligated to involve the broader community in important decisions related to the governance, operation, or improvement of the HEIs. Especially, Vietnam still established a control framework for

TNE providers and their operations (see section 2.3.2). As a result, TNE providers should be more intentional and proactive about involving the broader community, particularly stakeholders from the governments and employers.

In addition to identifying stakeholders of TNE programmes, this chapter has also presented their different perspectives on the effectiveness of education programmes/ TNE programmes were reviewed as well. The findings are summarised in Table 4.1.

Table 4.1 Different perspectives on the effectiveness of education programmes/ TNE programmes

Academic managers' perspectives on education programmes/TNE programmes		
(1)	Education programmes are designed to meet diverse needs of students.	Miliszewska and Sztendur (2011)
(2)	Education programmes have to cater for varied student profiles.	Miliszewska and Sztendur (2011)
(3)	Student ability to re-visit course material.	Schonfeld (2005)
(4)	Education curriculum needs to foster an understanding of the role of intuition, emotion, creativity, and spirit in learning tasks (information gathering, data analysis and decision making).	Ray and Rinzler (1993)
(5)	TNE programme content is relevant to local and national educational markets.	Bolton and Nie (2010)
(6)	Sets of tools, often assumed to be effective in Western cultures, need to be critically assessed in a Vietnam organizational context.	Tsang (2007)
(7)	There are strong personal connections among students and between students and teachers in education programmes.	Lei and Gupta (2010) Reeder (2010).
Teachers' perspectives on education programmes/ TNE programmes		
(8)	TNE programmes support student's active learning (more practice learning)	Bolton and Nie (2010)
(9)	There is a balance of power between teachers and students in TNE programmes	Macdonald (2001) Badley (2000)
(10)	There is an effective collaboration between teachers and students in education programmes	Porter (1997) Kennedy and Duffy (2004) Badley (2000)
(11)	Students are motivated in studying and participate	Miliszewska and Sztendur (2011)

	in discussion in education programmes	
(12)	In education programmes, students complete assessment tasks, pass examinations and few students drop out from the programme	Miliszewska and Sztendur (2011)
(13)	The education programme content meets the students' needs	Miliszewska and Sztendur (2011)
(14)	The institution provides financial, personnel and technical support.	Miliszewska and Sztendur (2011)
(15)	Education programmes respect individual differences and allow students opportunities for learning how to acknowledge those differences.	Bolton and Nie (2010)
<b><i>Administrators and administrative staff</i>' perspectives on education programmes/ TNE programmes</b>		
(16)	The collaborations among students and between students and faculties are maximised in education programmes	Chickering and Ehrmann (1996) McLoughlin et al. (1999)
(17)	Feedbacks to students are given richly and rapidly and there are more time-on tasks in education programmes	Chickering and Ehrmann (1996) McLoughlin et al. (1999)
<b>Students' perspectives on education programmes/ TNE programmes</b>		
(18)	There is the balance of power between teachers and students in education programmes	Raelin (2007)
(19)	Education programmes meet needs of students, parents and employers.	James et al. (1999) Bolton and Nie (2010)
(20)	There are strong collaborations/interactions among students and between students and teachers/ administrators/ staff in education programmes	Kennedy and Duffy (2004) Moore (1990) Kenny (2003) Beard and Harper (2002)

(21)	Students feel part of the class and have opportunities for participation in education programmes	Beard and Harper (2002) Kenny (2003) Simonson et al. (2000)
<b>Parents' perspectives on education programmes/ TNE programmes</b>		
(22)	Quality of TNE programmes reaches educational standards.	Bolton and Nie (2010)
(23)	TNE providers are full of relevant experience	Bolton and Nie (2010)
<b>Government's perspective on education programmes/ TNE programmes</b>		
(24)	TNE providers and TNE programmes must be legal	Bolton and Nie (2010)
(25)	TNE programmes are relevant to labour market needs	Bolton and Nie (2010)
<b>Industries' perspective on education programmes/ TNE programmes</b>		
(26)	Education programmes equip students with relevant theoretical and functional knowledge	Bolton and Nie (2010)
(27)	Education programmes prepare students with confidence, capability, and critical thinking skills to support global managerial competencies and decision making in different contexts and cultures	Bolton and Nie (2010)

Based on reviewing the research into different perspectives of different stakeholders on the effectiveness of education programmes/ TNE programmes, two crucial points are realised.

Firstly, it is important to note that key stakeholders share several common opinions, irrespective of their roles and expectations. This finding is fascinating because we might expect that the different role stakeholders participated in, the different expectations they have. In detail, academic managers, teachers and students shared the same idea that contents of effective education programmes should meet students' needs. On the other hand, teachers, administrators, academic staff and students all subscribed to the viewpoint that strong communication between teachers, students and faculties is

important. Both teachers and students agree, additionally, that the balance power between students and teachers, student motivation and student examination pass rate are highly contributed to the success of education programmes.

Secondly, it is worth mentioning that several items that key stakeholders use to evaluate the success of education programmes/ TNE programmes are related to other theories. For example, most key participants expect that education programmes meet needs of the labour market, which is based on the theory of outcome based education (Spady, 1994). From teachers' perspective, effective education programmes should, furthermore, support students' active learning take into account students' learning styles theory (Kolb, 1976). Teachers should, moreover, motivate students in studying and encourage them to participate in discussion stems from student involvement (engagement) theory (Kahn, 1990; Astin, 1999).

Meanwhile, academic managers require TNE programmes to be relevant to the host country's context, which is based on theory of cultural differences (Trompenaars, 1993). In order to have better understanding about the relationship between these theories and the effectiveness of TNE programmes, therefore, other theories consisting of outcome based education theory, students' learning styles theory, student involvement theory, and theory of cultural differences will be discussed in the following sections.

#### **4.2. Theory of Outcome based education (OBE)**

By reviewing literature about the effectiveness of education programmes/ TNE programmes, several preceding studies stressed that education programmes should be designed to meet the needs of students, parents and employers or the education curriculum needs to foster an understanding of the role of intuition, emotion, creativity, and spirit in learning tasks (Ray & Rinzler, 1993). This means educators should realise the ultimate purposes of learning before design it. That is to say, an effective education programme/ TNE programme should achieve things that are essential for all students through an appropriate organisation of the education system and classroom practices. For example, it is assumed that owing to cultural differences, the needs and expectations of Vietnam students and UK

students are different; thus, an education curriculum designed for UK students may not fit well under Vietnam conditions. This point of view is related to theory of OBE that is introduced in the following discussion.

OBE, like most concepts in education, has been interpreted in a number of ways. Malan (2000) mentioned that OBE can be viewed in three different ways that are a theory of education, a systemic structure for education, or a classroom practice.

In this research, the term OBE tends to be used to refer to a philosophy of education that means “clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences” (Spady, 1994, p.1). This means educators should identify what is important for students at the beginning, then set up the curriculum, instruction, and assessment so as to achieve the purposes of learning. Regarding the OBE paradigm, Spady (1998) stated: “... what and whether students learn successfully is more important than when and how they learn something” (Spady, 1998, p.8).

The basic assumptions of OBE can be listed as follows: (1) It is not necessary for all students to use the same way and same time to study successful, (2) successful learning promotes even more successful learning and (3) the conditions affecting the success of students at school learning are controlled by schools and teachers (Spady, 1994).

From these premises, Spady (1994) developed four crucial principles of OBE. The first principle is **clarity of focus**: all activities of schools and teachers, such as teaching, assessment and so on, must be concentrated on what they want students to know and be able to do successfully (Spady, 1994).

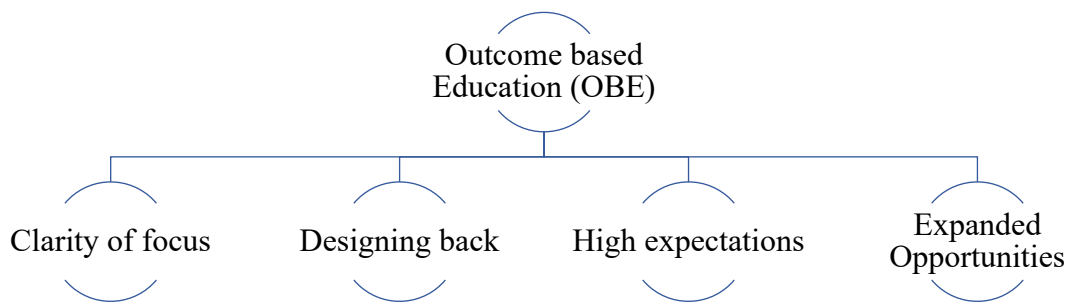
Similar to other education programmes, when planning and teaching TNE programmes, teachers should pay attention to assisting students to develop the knowledge and skills that will allow them, ultimately, to attain outstanding outcomes that have been clearly indicated. This principle requires teachers to fully clarify to the learners at every stage of the teaching process (Killen, 2000).

The second principle is often referred to as **designing back** and it is inextricably linked to the first principle. This means when educators design curriculums, they have to start by looking at what they want students achieve by the end of the courses (Spady, 1994). Hence, all activities like planning, teaching and assessment should be connected directly to the final results.

The third basic principle of OBE is that teachers should have **high expectations** and requirements for all students to support them to reach the highest level (Spady, 1994). When students achieve success, they will be more confident to accept further learning challenges.

The fourth principle of OBE is providing **expanded opportunities** to all students because intellectual quality is expected for all learners, not only for a small group of individuals (Spady, 1994). With a variety of learning opportunities, all students can learn whatever they want and whenever they can (see figure 4.4).

Figure 4.4. Four essential principles of OBE



Source: Spady (1994)

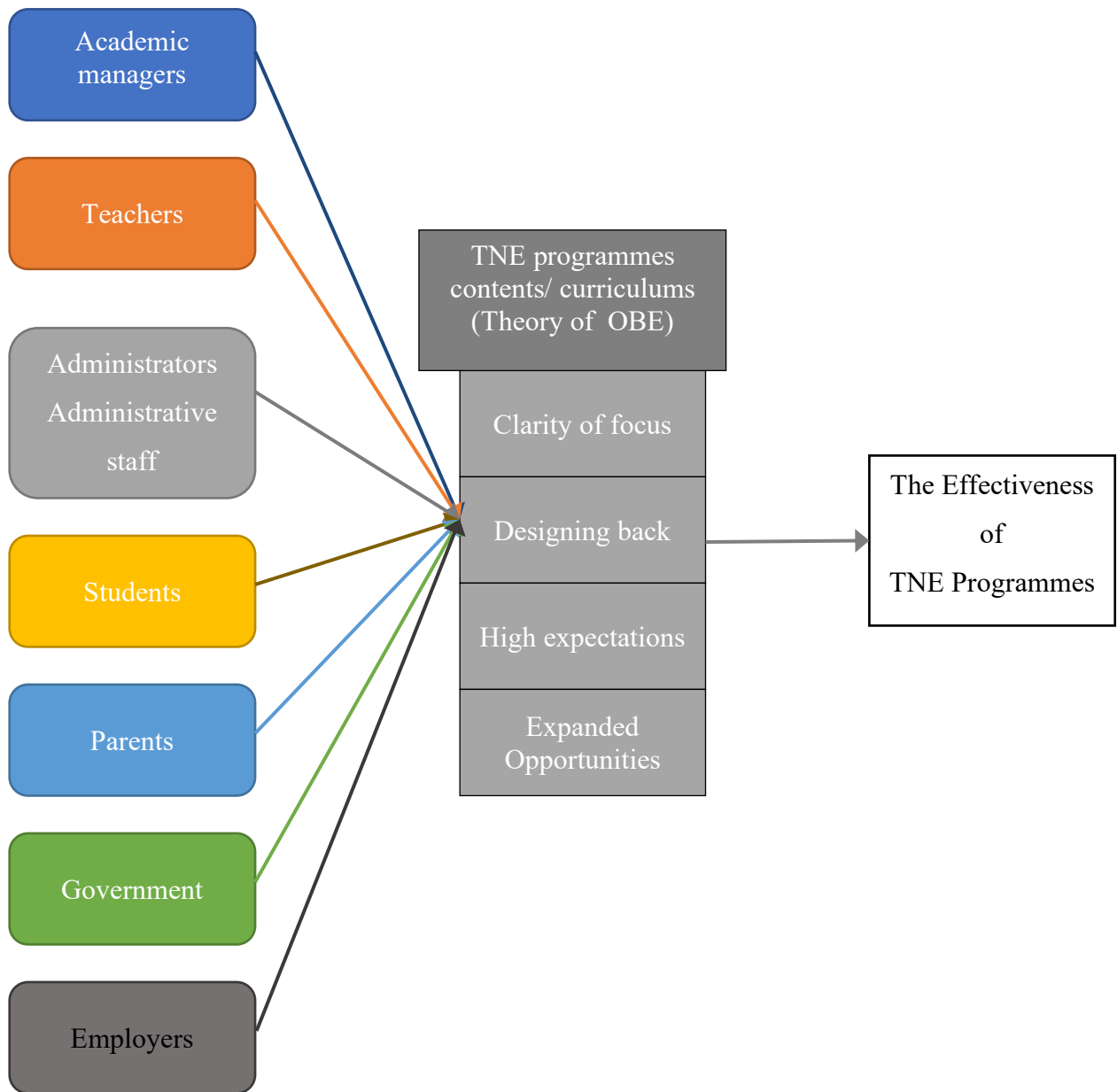
Going back to the literature, as explained in section 4.1.2.2, several key participants' expectations about the effectiveness of education programmes are based on OBE theory. For example, from academic managers' viewpoint, effective education programmes are designed to meet diverse needs of students, which is related to the first principle of OBE (Miliszewska & Sztendur, 2011). Similarly, not only academic managers and students but also the government and employers require that success of TNE programmes should be relevant to employers/ labour market needs (Bolton & Nie, 2010). This requirement is also stemmed from OBE's first principle that is clarity of focus. Academic managers as



well as teachers perceive, furthermore, TNE programmes as effective if they respect individual differences and allow students more opportunities for learning (Beard & Harper, 2002; Kenny, 2003; Simonson et al., 2000). This expectation is based on the fourth principle of OBE that is expanded opportunities.

It is worth bearing in mind that these findings are true with education programmes but they may not be true with TNE programmes. The aim of this study is, therefore, to determine the relationship between TNE programme content/ curricula and the effectiveness of TNE programmes based on theory of OBE (see Figure 4.5).

Figure 4.5 The relationship between TNE curricula and the effectiveness of TNE programmes regarding key stakeholders' perspectives



Source: Self-Elaboration

#### 4.3. Theory of student learning styles

Another point worth noting is that in the literature on key stakeholders' perspectives on the success of education programmes, student learning styles has kept getting mentioned. Firstly, academic managers claimed that education programmes should cater for varied student profiles or background (Miliszewska & Sztendur, 2011). Secondly, teachers emphasised that education programmes need to focus on learning experiences and support students' active learning (Bolton & Nie, 2010). Next, students also worried that their different learning styles will lead to their worse achievements (Pimpa, 2009). Lastly, employers required that education programmes should prepare students with active learning styles (Bolton & Nie, 2010). However, surprisingly, there has been little agreement on the influence of student learning styles on the effectiveness of TNE programmes.

In fact, researchers have shown an interest in student learning styles in TNE programmes in other points of view. A majority of studies has concentrated on the relationship between cultural differences and student learning styles, including active learning styles and passive learning styles in TNE programmes (Pimpa, 2009; Heffernan et al., 2010; Wang & Moore, 2007). However, far too little attention has been paid to this issue in other theories. For instance, the most widely used learning theory for improving performance especially in HE is Kolb's experiential learning cycle (Kolb, 1976), but the application of this theory in TNE programme is sparse. This dissertation will, therefore, analyse the relationship between student learning styles and the effectiveness of TNE programmes in Kolb's theory to provide a different point of view on this issue.

One of the most significant current discussions in HE is the concept of learning styles. As stated by Ehrman and Oxford (1990), for instance, learning styles are the individuals' inherent preferences for how they take part in the learning process. Whereas Hohn (1995), and Borich and Tombari (1997) defined learning styles as individuals' beliefs, preferences, and behaviors aiding their learning under classroom or environmental conditions. Besides, according to Reid (1995), a learning style is an individual's habitual, natural, and preferred way of absorbing, processing, and retaining new information and skills. Through these different definitions, it is crucial to note that learning styles are individuals' preferences supporting students to engage in learning process.

Kolb (1984) stated, “*Learning is the process whereby knowledge is created through the transformation of experience.*” (p.41). This theory pays attention on experience acting as the main motivation in learning. This is due to the fact that the transformative reflection on individuals’ experience will construct their knowledge. By engaging in learning process, participants will make their acquisition of knowledge in a way unique to themselves. Experiential learning is a cyclical process, hence Kolb (1984) explained, “*Knowledge is continuously derived from and tested out in the experiences of the learner*” (p.27).

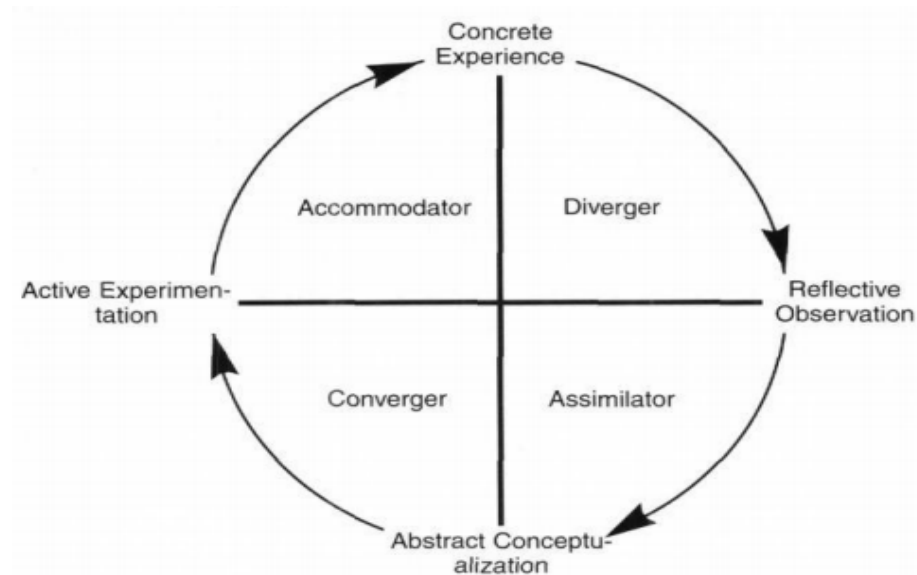
Kolb's theory (Kolb, 1976) is impressive not because it is the most frequently used tool (Hauer et al., 2005; Katz, 1990; Sandmire & Boyce, 2004; Titiloye & Scott, 2002), but this theory could provide more details by dividing learning activities into two separate parts: perceiving and processing. Consequently, the inventory measures the learner's preferences in the four stages learning that could help learners understand easier their strengths and weaknesses.

Kolb (1984) introduced a model of experiential learning and a learning style inventory derived from an experiential theory. As they are based on learning preferences, each specific mode of learning leads to a different style (Loo, 2002). According to Kolb, experiential learning theory defines learning as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb 1984, p. 41). Based on this definition, it is believed that there are six distinct assumptions of experiential learning. Firstly, learning must be viewed as a process, not an outcome. Secondly, the experience is the ingredient of the learning process. Thirdly, learners need to deal with conflicts caused by dialectically opposed demands. Fourthly, learning is said to be holistic, consisting of thinking, feeling, perceiving and behaving. Fifthly, during the process of adaption to the world, the interaction between the individual and the environment is needed. Finally, learning is the process of generating knowledge (Kolb, 1984).

The learning style inventory (LSI) is an instrument used to assess individuals' perception based on a continuum between the two extremes that are concrete experience and abstract conceptualisation. It divides learners into the categories between those who work best when they can directly involve and

those who prefer analytical approaches (Sharp, 1997). The LSI examines, moreover, how learners use information by put to them under two extreme experiment conditions: active experimentation and reflective observation (Lu et al., 2007). Four basic quadrants of a two-by-two matrix, thus, construct the four learning styles: diverger, assimilator, converger, and accommodator (Kolb, 1984; Kolb, 2014) (see Figure 4.6).

Figure 4.6 Student learning styles model



Source: Kolb (1994)

Divergers (a combination of concrete experience and reflective observation): divergers prefer to watch rather than do, tending to gather information to have an enormous variety of ideas. During their "brainstorming" session, they appear imaginative, creative, emotional and are best at viewing concrete situations from several different viewpoints (Kolb 1984). Divergers are believed to be interested in people and tend to be feeling-oriented.

Assimilators (a combination of abstract conceptualisation and reflective observation): assimilators' greatest strengths are to pull a number of different observations and thoughts into concise, logical form, and thus, they are known as great planners. People with this style are more attracted to abstract

ideas and concepts than approaches based on practical value. They prefer readings, lectures, constructing models and defining problems. These activities need time to think through (Kolb, 1984).

Convergers (a combination of abstract conceptualisation and active experimentation): People with this learning style are specialised in the practical application of ideas and solving problems. Convergers prefers technical problems over interpersonal issues. In other words, they seem to be unemotional and tend to use their expertise and technology abilities to deal with things and are less interested in working with people (Kolb, 1984).

Accommodators (a combination of concrete experience and active experimentation): People with this learning style can learn by understanding concepts and taking active learning forms with primarily "hand-on" experience. Their considerable advantages are doing things, adapting to changing circumstances, carrying out plans and solving problems in an intuitive, "trial-and-error" manner and enjoying new experiences during the process. Besides, they seem to face a higher risk than other learning styles, i.e. act on 'gut' instinct rather than logical analysis, because they rely heavily on externally available information than carry out their own analysis when solving problems (Kolb, 1984).

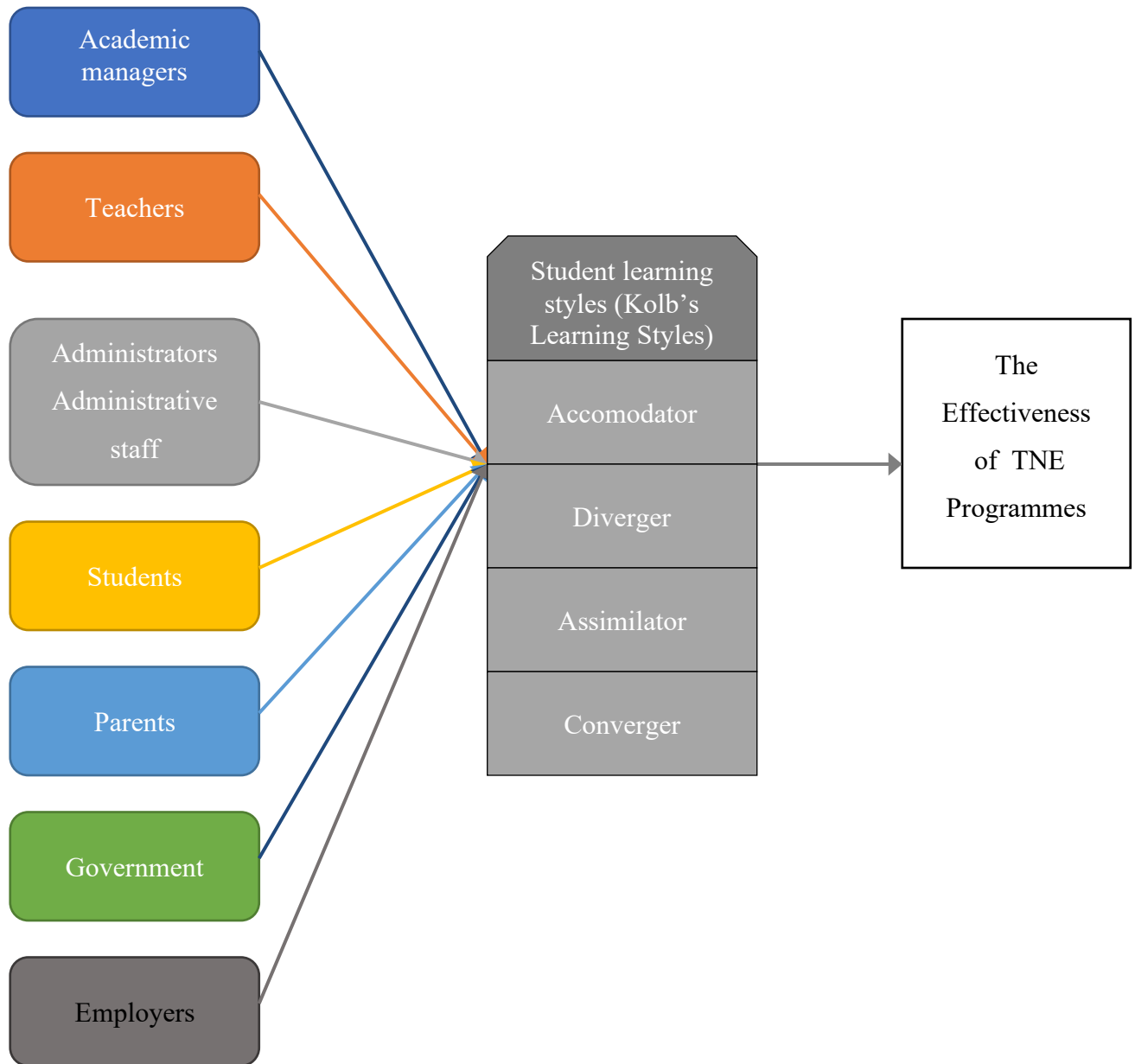
It is important to recognise student learning styles so as to address the appropriate teaching methods. Comparing Kolb's four dominant leaning skills, it can be seen that each learning style has its strengths and weaknesses. In order to balance different needs of their students, teachers should provide learning objectives in many different ways and in that way, ensure that all learning styles are covered. When teaching and learning styles are matching, as a consequence, student achievement and satisfaction will be increased (Lindsay, 1999). This issue becomes more urgent in TNE as teachers and learners come from different countries with different cultures.

Returning to the literature, not only teachers and students, but also academic managers and employers draw attention to students' learning styles in education programmes (Bolton & Nie, 2010; Miliszewska & Sztendur, 2011; Pimpa, 2009). This raised two main questions, which will be sought to answer in this thesis. The first question is whether the reliability and validity of the findings of Bolton

and Nie (2010), Miliszewska and Sztendur (2011) and Pimpa (2009) could apply to all situations. This means whether these findings, which are true with education programmes, could be true with TNE programmes. The second question is about the concern of other stakeholders for student learning styles. For instance, to date no research has been found that parents are interested in their children's learning styles when they evaluate the success of TNE programmes, however, there is reliable evidence that nowadays parents pay more attention on this issue. For example, according to Naeema Jiwani, a child development psychologist at the Human Relations Institute in Dubai, if parents understand their children's learning styles, they will come up with several suggestions or recommendations to help their children improve learning experiences with their academic environment (Lewis, 2012).

Based on Kolb's learning styles model (Kolb, 1976), this thesis attempts, therefore, to explore the relationship between student learning styles and the effectiveness of TNE programmes according to all key stakeholders' perspectives (see Figure 4.7).

Figure 4.7 The relationship between student learning styles and the effectiveness of TNE programmes regarding key stakeholders' perspectives



Source: Self-elaboration



#### **4.4. Theory of student involvement (engagement)**

Student involvement (engagement) often plays an important role in improving students performance at college (Carini et al., 2006; Kuh, 2003), and as a result, universities should have strategies to increase student engagement (Lewis et al., 2015). By reviewing literature on the success of education programmes/ TNE programmes, a great number of researchers shared the same idea about the importance of student involvement (Porter, 1997; Kennedy & Duffy, 2004; Reeder, 2010; Chickering & Ehrmann, 1996). They pointed out that academic managers, teachers, administrators and administrative staff and students concentrated on student involvement in education programmes. For example, teachers expect students to be motivated in studying, to complete assessment tasks or to participate in discussion. Besides, student demand to feel part of the class and to have opportunities for participation. Importantly, the strong connection/ interaction between students and teachers/ administrators/ administrative staff/ academic managers or among students themselves are emphasised many times.

A limitation of these studies is, nevertheless, that they mentioned the concerns of several key participants about student involvement but they did not examine exactly the relationship between student engagement and the effectiveness of TNE programmes. In order to have a better understanding about the relationship between student involvement and the successful TNE programmes, this theory will, therefore, be analysed in the following section.

One of the first people to define student involvement (engagement) was Astin in 1984. Fifteen years later, he claimed in this publication that student involvement theory “refers to the quantity and quality of the physical and psychological energy that students invest in the college experience” (Astin, 1999, p.518). Student engagement means to be psychologically as well as physically present when occupying and performing in class. Students who get more involved in classes, will have better learning achievement than those are less engaged (Lewis et al., 2015).

In this concept, the psychological aspect seems to be more important than the physical aspect because it is difficult to determine. For example, students can attend all of sessions, however, they did not feel

a part of a class. They cannot enjoy the lectures and it may be difficult for them to interact with teachers or other classmates. In this case, students can involve physically but they fail to engage psychologically.

Besides, although Kahn (1990) introduced employee engagement in industry, he highlighted several useful information relating to student involvement theory. As argued by Kahn (1990), employee will engage with their organisation if they are willing to invest emotional, physical, and cognitive resources in the performance of their roles. Many education researchers have supported this conception of engagement (Jackson & Marsh, 1996; Steele & Fullagar, 2009). It can be clearly seen that there are three elements that were stated in Kahn's concept, including emotional engagement, cognitive engagement and physical engagement.

Physical engagement (Astin, 1999) involves the physical effort that is exerted on the task. To explore this component, in the survey, students normally answer questions like: "I exert my full effort towards this class/course" and "I devote a lot of energy towards this class/course" (Lewis et al., 2015, p.10).

Emotional engagement includes the affective part of engagement (Dean & Jolly, 2012), such as interest, boredom, happiness, anxiety, and other affective states. As a teacher, it is possible to recognise whether students are emotionally connected to the instructor, the lecture, or to other aspects of the course. To examine emotional engagement, students normally respond to questions like: "I feel energetic when I am in this class/course" and "I feel positive about the assignments I complete in this class/course" (Lewis et al., 2015, p.11).

Cognition refers to conscious mental activities including thinking, reasoning, understanding, learning, and remembering, thus cognitive engagement is obviously crucial for students (Joo et al., 2014). In addition, cognitive engagement could be considered to concern the pedagogical phenomenon of interaction between teachers and learners, or among learners themselves.

Furthermore, when Kuh (2003) explained the term "engagement", he raised an essential point is that student engagement happens not only inside but also outside of classroom. Burch et al. (2015) and

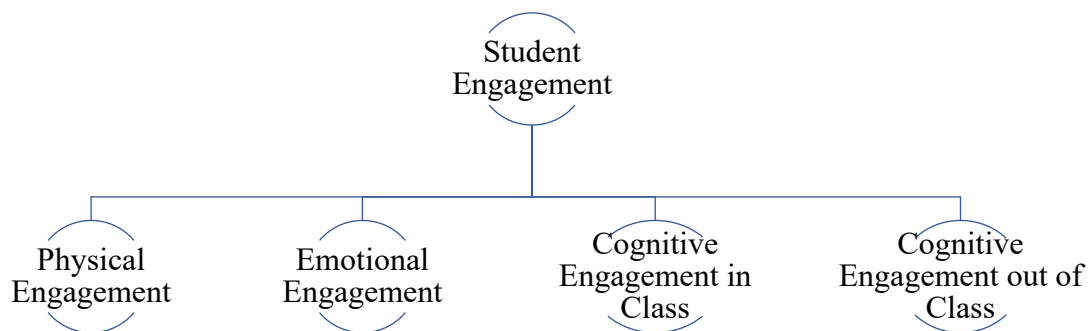
Lewis et al. (2015) also subscribed to the view that students learn both in class and out of class so cognitive engagement could not be assessed in class only.

Cognitive engagement in class is the time and energy students allocate to educational activities inside the classroom. To evaluate cognitive engagement in class, students usually reply to questions like: “When I am in the classroom for this class/course, my mind is focused on class discussion and activities” and “When I am in the classroom for this class/course, I concentrate on class discussion and activities” (Lewis et al., 2015, p.11).

Cognitive engagement out of class is the time and energy students allocate to educational activities outside the classroom (Kuh, 2003). To measure cognitive engagement out of class, students often answer questions like: “When I am reading or studying material related to this class/course, I pay a lot of attention to class discussion and activities” and “When I am reading or studying material related to this class/course, my mind is focused on class discussion and activities” (Lewis et al., 2015, p.10).

Figure 4.8 summarises student engagement model consisting of four areas: physical engagement, emotional engagement, cognitive engagement in class, and cognitive engagement out of class.

Figure 4.8 Four areas of student engagement

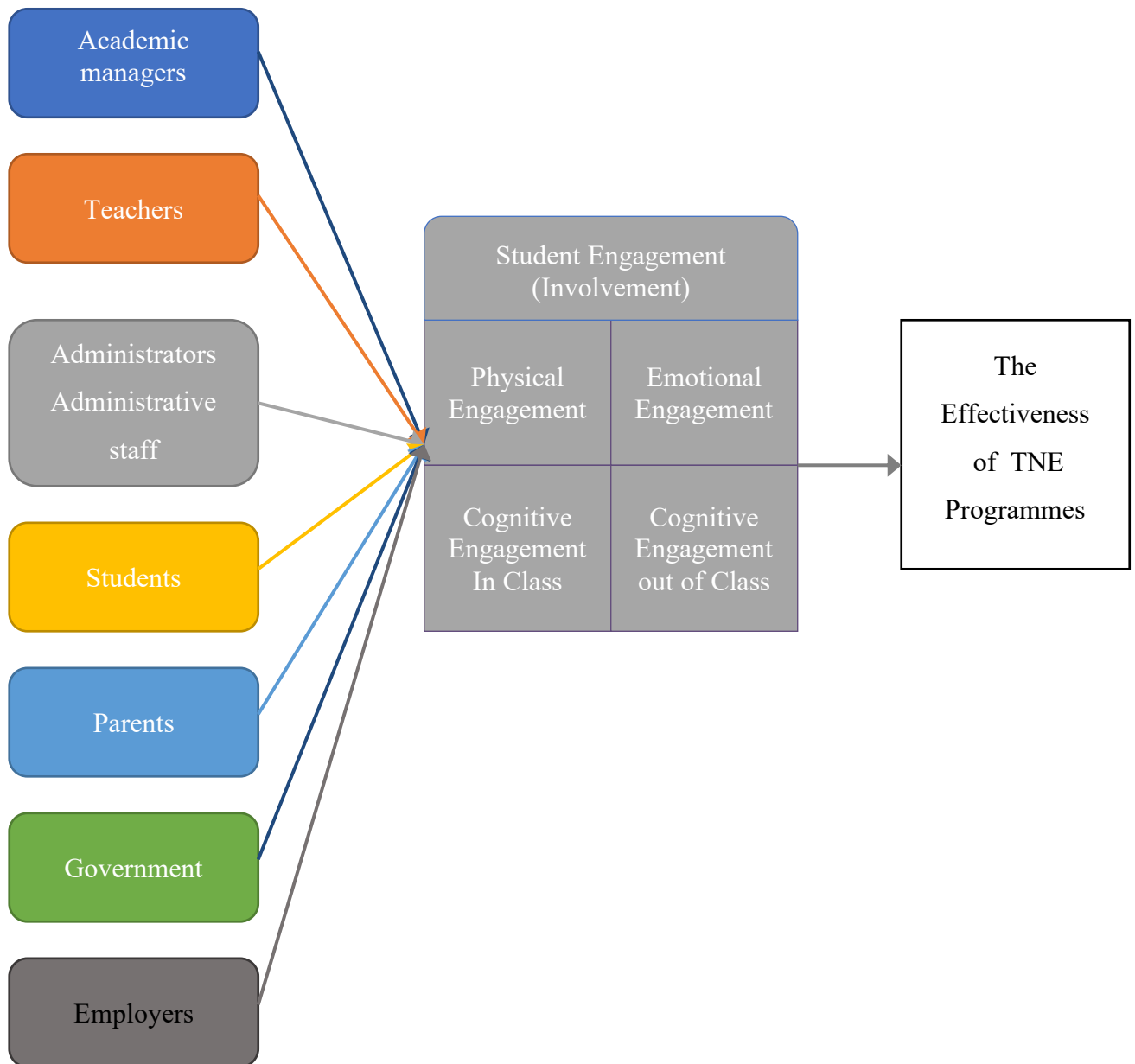


Source: Kahn (1990); Burch et al. (2015); Lewis et al. (2015)

Based on the above model, this thesis will give an account of the relationship between student engagement and the effectiveness of TNE programmes. It is possible to expect that the research will fully clarify all stakeholders' perspectives on the role of student engagement in TNE programmes (see

Figure 4.9).

Figure 4.9 The relationship between student engagement and the effectiveness of TNE programmes regarding key stakeholders' perspectives



Source: Self- elaboration

#### 4.5. Theory of cultural differences

Cultural conflict has become a central issue as a result of the internationalisation of HE. That is to say, the large distance in national cultures between teachers and students may lead to cultural collisions

that may be detrimental to the success of education programmes. There is no exception when UK TNE providers have worked in Vietnam education market due to the fact that Vietnam is a typical country with an Eastern culture and the UK is a good representative of a Western culture (Hofstede 2011). This issue is also emphasized in Tsang's research (2007) when he mentioned that TNE programmes need to be critically assessed in a host country context. Better understanding of cultural differences is, hence, a must-have in examining the success of TNE programmes.

A large volume of previous research indicated the role of cultural differences in TNE programmes (Eldridge & Cranston, 2009; Chang, 2004; Wilkins et al., 2012; Pimpa 2009), however, they suffer from several drawbacks. Firstly, these authors have only focused on students' perspective, so they have failed to determine the other perceptions. Secondly, many studies suggested that distinctions in culture may cause distinctions in teaching methods and learning styles but there is little reliable evidence of the relationship between cultural differences and the effectiveness of TNE programmes. Thirdly, Hofstede's cultural dimensions theory (Hofstede, 2011) was widespread used in the preceding publications but few writers have been able to looking at cultural differences in other theories. For example, another widely used frameworks for studying cross-cultural communication is based on work conducted by Fons Trompenaars and Charles Hampden-Turner, namely Trompenaars' cultural dimensions (Hampden-Turner & Trompenaars, 1993). This dissertation will, consequently, examine the relationship between cultural differences and the effectiveness of TNE programmes based on Trompenaars' model to provide a different point of view on this issue. The reasons why Trompenaars' model is chosen for this thesis will be discussed after the content of theory is introduced.

In the book "Riding the Waves of Culture: Understanding Cultural Diversity in Business", the authors Fons Trompenaars and Charles Hampden-Turner introduced a pragmatic view of culture. They defined the concept as a way people solve problems, particularly with reference to relationships with time and external environment. Trompenaars's brief and well-known definition is the following: "the way in which a group of people solves problems and reconciles dilemmas" (Trompenaars & Hampden-Turner, 1997, p. 6).

Despite cultural differences' important role in the success of TNE programmes, it is difficult to understand because their effects are not directly measurable by quantifiable criteria. In order to solve this difficulty, Trompenaars and Hampden-Turner explained culture as “a matrix of presuppositions, categories, concepts and values that are the basis of people's attempts to solve various problems that arise in day-to-day life” (BĂLan & Vreja, 2013, p.95).

Trompenaars and Hampden-Turner introduced seven cultural dimensions, expressed as couples of opposing attitudinal dispositions that can be identified in each culture. There are three criteria including relationships with other people, relationships of people with the passage of time as well as their natural environment. The first criterion consists of (1) universalism versus particularism; (2) individualism versus communitarianism; (3) neutral versus emotional; (4) specific versus diffuse; (5) achievement versus ascription. The next one, (6) human-nature relationship, concerns the understanding of the specific relation of people with their natural environment, and the last one, (7) human-time relationship, arises from the specific conceptions about the passage of time (Trompenaars & Hampden-Turner, 1997) (see figure 4.10).

Figure 4.10 Trompenaars' cultural dimensions



Source: Trompenaars and Hampden-Turner (1998)

Trompenaars' cultural dimensions are summarised as follows:

(1) Universalism versus particularism: The first dimension reveals how individuals judge the behaviours of others. People from universalistic cultures like Western ones, usually follow the standards, which are believed to be invariably agreed. The relationships of people are defined by regulations and general values (Chen & Partington, 2004). In contrast, for particularistic national cultures like Asian ones, people' behaviour is impacted by the specific sets of obligations shared with people they are familiar in person. In other words, universal rules and laws always come after personal relationships (BǎLan & Vreja, 2013). Vietnam is, for example, a particularistic culture where people look at relationships and circumstances in a specific situation to decide what is right. Whereas, the UK is a universalistic culture where people treat most cases in the same way.

(2) Individualism versus communitarianism: This aspect divides countries based on the balance between the individual and group interests. In an individualist culture, people are thought to be more vital than groups. On the other hand, communitarianism views humanity as part of a group (BǎLan &

Vreja, 2013). Trompenaars and Hampden-Turner (1998) claimed that the individualist culture is linked to western cultures, while the communitarianism is connected to non-western countries. For example, Vietnamese students who belong to communitarian culture, usually expect professors to achieve harmony on which long-term relationships are built. It means what a professor says to the student is less important than how it is said (context-based) and relationships between academic managers/ teachers/ academic staff and students are very highly valued.

(3) Achievement versus ascription: Individuals from achievement-oriented cultures received their social and professional status from what they have achieved in life. Thus, knowledge and achievements are used to identify the value of a human being, and people only show their job titles when relevantly asked (Bălan & Vreja, 2013). Meanwhile, individuals from ascription-oriented countries overuse their titles and, as subsequently, they show respect to their superiors in the hierarchy order (Trompenaars & Hampden-Turner, 1998). By doing so, people's worth is assessed not by what they have done but who they are that come from their birth, age, gender, or wealth. For instance, as an ascription-oriented culture, the educational structure in Vietnam has its roots in cultural and historical emphasis on examinations as a precursor for any promotion or advancement. Besides, Vietnamese students normally expect to be told what to do and traditionally concentrate on memorising material without asking questions or discussing the content. In addition, elders, hierarchy within society and the government are traditionally respected.

(4) Neutral versus affective: In neutral cultures, people are expected to control their feelings as always. Reasons outweigh emotions in terms of managing actions. They, hence, do not express emotions via body languages and avoid feelings from interfering professional relations (Bălan & Vreja, 2013). In contrast, for affective cultures, all forms of gesturing, smiling, and body languages can be used to voice feelings, and in turn, people are believed to admire heated, crucial, and animated expressions (Chen & Partington, 2004). For instance, UK teachers from neutral cultures may consider avoiding warm, expressive or enthusiastic behaviours and they concentrate on the discussed topics. On the other hand, from an affective culture, Vietnamese students are more likely to express their emotions naturally and reactions are immediate through the use of mimic and body signals.



(5) Specific versus diffuse: Individuals from specific oriented cultures tend to keep professional and personal matters separate. In addition, people's interactions must be easily established because they believe a personal relationship cannot affect their productivity. On the other hand, in a diffusely oriented culture, individuals are likely to relate aspects of their lives to those of others; as a result, the authority level at work can be adequately reflected into social areas (Chen & Partington, 2004; BĂLan & Vreja, 2013). For example, from a diffuse-oriented culture, a teacher would be treated by Vietnamese students not only as an instructor in the classroom, but also as a person who has certain influence on the student's home life. Furthermore, there is a power distance between teachers and Vietnamese students that could lead to very little free interaction between them.

(6) Human-nature relationship (internal versus external control): Trompenaars and Hampden-Turner (1998) revealed how people from different cultures exert their impact on the environment and, in turn, are influenced by it. Individuals from internal-oriented cultures may be known with their dominant attitude; they tend to concentrate on their own functions and familiar groups and thus be uncomfortable in dealing with changing situations (Chen & Partington, 2004). This is true for Vietnamese students who usually feel uneasy when facing case studies or role-play games due to the fact that these such approaches are heavily reliant on uncertain situations. On the other hand, in an outer-directed country, individuals insist that they are supposed to adapt themselves to external circumstances no matter what and in order to do so, interact with their environment is necessary (BĂLan & Vreja, 2013). For example, academic managers and teachers from the UK are generally more flexible and willing to compromise, valuing harmony and focusing on their colleagues, being more comfortable with change.

(7) Human-time relationship:

The meaning of the past, present, and future varies from country to country due to different cultures (Trompenaars & Hampden-Turner 1998). For example, people from country in which the present is the most important highly rate current relationships and moments whilst those from past-valued cultures tend to listen to ancestors and elders' wisdom and bring issues into traditional contexts.

Individuals with a future approach, on the other hand, enjoy discussions about future with a lot of prospects and potentials.

Hampden-Turner and Trompenaars (1997) pointed out that in people in a synchronous-time culture like the UK usually set the value of planning things ahead high and are willing to follow strictly that plan as they believe that keeping the order of events occurring is vital in solving any problems. In contrast, for synchronic time culture like China, or Vietnam, plans are flexible and people are capable to deal with a couple of work at the same time. For these, the past, present, and future are interlocked.

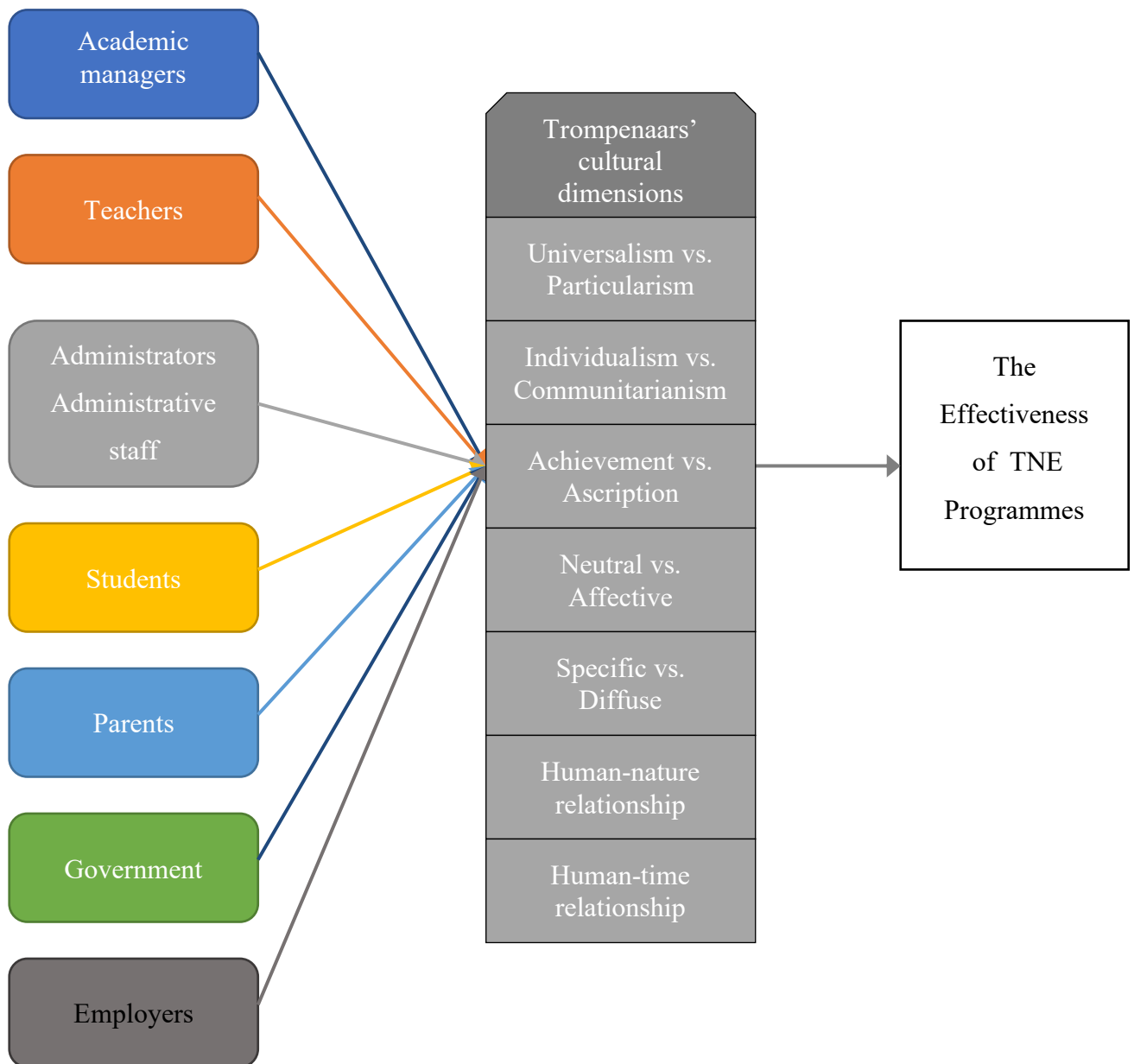
Besides, people from individualist cultures like the UK or the US are well known for their short-term orientation. On the other hand, it is believed that in collectivist cultures like China or Vietnam, people are long-term oriented (BĂŁan & Vreja, 2013).

There has been some criticism that among Trompenaars' seven cultural dimensions, two of them are quite similar to that of Hofstede's cultural dimensions. Firstly, Trompenaars' individualism versus communitarianism appears to be linked to Hofstede's collectivism versus individualism. Secondly, Trompenaars' achievement versus ascription seems to be virtually identical to Hofstede's power distance. However, Trompenaars' model was constructed in a different approach. Whereas Hofstede's approach concentrated on the analysis of the variables of national culture, Trompenaars and Hampden-Turner are more involved in the process of cultural creation. Regarding the strengths of Trompenaars' cultural dimensions, firstly, they had added some essential cultural dimensions compared to Hofstede's model to gain a better understanding of people from different cultures. In detail, Trompenaars described his framework as problem solving, specifically linked with time, connections and surrounding environment (Trompenaars, 1993). Secondly, Trompenaars' model was build based on a large-scale survey of over 46,000 managers from more than 40 different countries, the validity of his theory is trustworthy. Thirdly, Trompenaars and Hampden-Turner first published their model in 1997, after 10 years of active worldwide research. Hence, their findings seem to be more up-to-date than others. For example, Hofstede's model was build based on a large database of employee collected

within IBM between 1967 and 1973, so their research is quite old. This is very important because issues in respect to culture usually change dramatically.

Returning to the purpose of this thesis, based on Trompenaars' cultural dimensions, the relationship between cultural differences and the effectiveness of TNE programmes will be explored (see Figure 4.11). Furthermore, as discussed in section 3.2.1 of chapter three, many researchers stated that cultural distinctions may have an influence on teaching methods and learning styles. Therefore, this issue will be examined again in TNE programmes but in a wider viewpoint. That is to say, the effects of cultural differences on the relationships between other factors and the effectiveness of TNE programmes will be examined in this thesis.

Figure 4.11 The relationship between cultural differences and the effectiveness of TNE programmes regarding key stakeholders' perspectives



Source: Self- elaboration

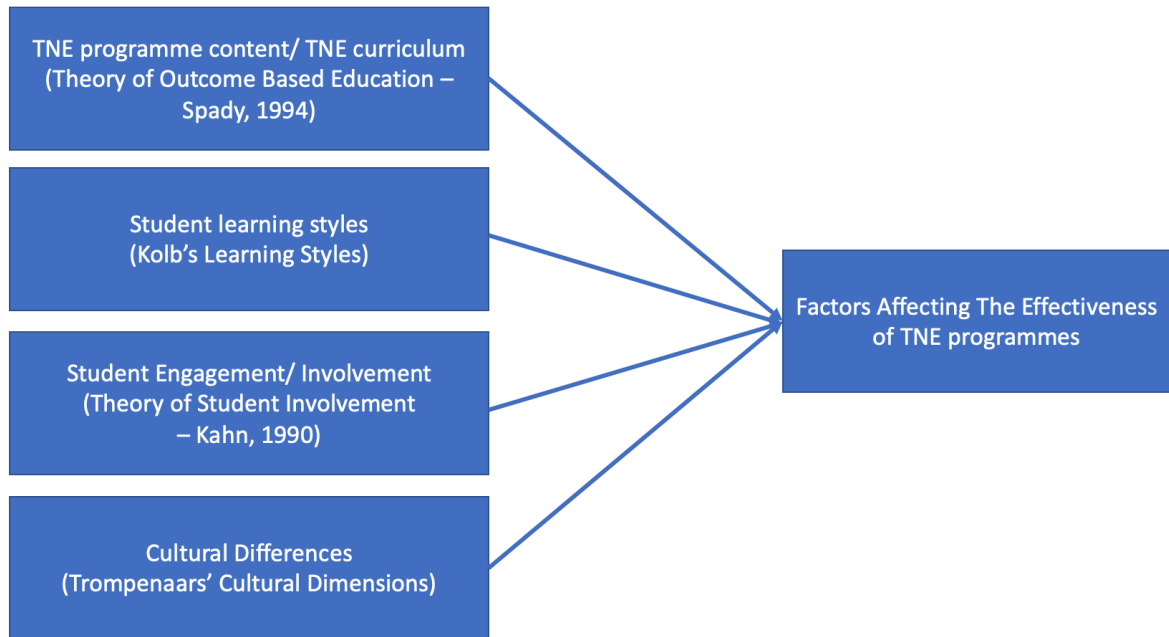
#### 4.6. Theoretical framework of the research

This study is guided by an overarching framework that includes five theories, including stakeholder theory, outcome based education theory, learning styles theory, student involvement (engagement) theory and cultural differences theory. Firstly, based on stakeholder theory of Freeman (1984) and supported model of Bolton and Nie (2010) and Mercado and Gibson (2013), key participants of TNE programmes were explored. They are academic managers, teachers, administrators and administrative staff as internal stakeholders and students, parents, government and employers as external stakeholders. Importantly, the different roles they participant in leads to the different expectations on the effectiveness of TNE programmes they have.

By reviewing literature, it should be noted that key participants' perspectives on the success of education programmes/ TNE programmes are rooted in several theories. For example, academic managers, teachers, students, governments and employers expect that education programmes/ TNE programmes should be designed to meet diverse needs of students/ parents/ labour markets. The requirements for TNE curriculums that are connected to theory of OBE (Spady, 1994). Additionally, the strong connection between students and teachers/ administrative staff or among students are mentioned many times by academic managers, teachers and students. This is linked to theory of student engagement (involvement) (Kahn, 1990; Burch et al., 2015; Lewis et al., 2015). Besides, the distinctions between cultures play an important role in the success of education programmes relating to theory of cultural differences (Hampden-Turner & Trompenaars, 1997). The diverse students with a variety of learning styles may, furthermore, create a barrier to the success of TNE programmes. This issue is associated with theory of student learning styles (Kobl, 1994).

To conclude, this thesis tests the theoretical framework presented diagrammatically in Figure 4.12.

Figure 4.12 Theoretical framework of the study



Source: Self- elaboration

#### 4.7. Knowledge gaps and research questions

Before proceeding to identify research questions, it is necessary to point out the knowledge gaps of this dissertation.

As there has been increasing demand for tertiary education globally over the past decade, TNE is growing rapidly and has become a key aspect of HE. There is a growing body of literature on TNE such as quality assurance in TNE (Coleman, 2003; Dos Santos, 2002), the regulation of TNE in host countries (McBurnie & Ziguras, 2001), student satisfaction in TNE (Wilkins et al., 2012; Wilkins & Stephens, 2013) and cultural differences in TNE (Greenholtz, 2000; Heffernan et al., 2010; Pimpa, 2009). So far, however, there has been very little discussion about the effectiveness of TNE programmes.

A noteworthy research on this topic is Miliszewska’s study (2009) about developing a model consisting of critical success attributes for the effective distance education programmes. Her

investigation has, nevertheless, a number of drawbacks. Firstly, respondents of a survey and group interviews are students and this does suffer from the fact that it is not only students who are concerned about the effectiveness of distance education programmes. As previously indicated, there are several different participants of TNE programmes and all of them drew attention to the success of programmes. Secondly, Miliszewska's study (2009) was designed to investigate Australia as a home country and Hong Kong as a host country of a TNE programme. The study results may, consequently, fail to generalise to a wider milieu. Thirdly, although this study is not too old but because of the rapid growth of TNE, the results might become outdated.

In addition, as highlighted in section 4.2 to 4.5 of chapter four, a great number of previous studies analysed factors affecting the effectiveness of education programmes. It, however, is crucial to ask whether the reliability and validity of these findings could apply to all situations. This means whether these findings, which are true with education programmes, could be true with TNE programmes. Besides, most of researches focused on students' perspective on the success of education programmes/TNE programmes. There is no reliable evidence about the concern of other stakeholders, such as academic managers, teachers, parents, governments and employers.

Moreover, as pointed out in section 3.2.1 of chapter three, many studies discussed that distinctions in culture may cause distinctions in teaching methods and learning styles. No research has, however, been found the relationship between these factors and the effectiveness of TNE programmes. Due to the link between cultural differences, teaching and learning styles, it is possible to predict that the relationship between these factors and the success of TNE programmes will be more complicated.

On the other hand, there has been an increasing interest in the delivery TNE programmes from popular TNE providers, such as the UK, the US and Australia, to Asian countries where host the highest figure of TNE programmes as well as provide the largest number of TNE students. For instance, much previous research has focused on the development of TNE in China (Huang, 2003; Yang, 2008), Malaysia (McBurnie & Ziguras, 2006; McBurnie & Ziguras, 2001; Jianxin, 2009; Ziguras, 2001) and Hong Kong (Miliszewska, 2009; McBurnie & Ziguras, 2001). This could be explained by the fact that

China, Malaysia and Hong Kong are major Asian markets of TNE. For example, in 2017-2018, UK TNE programmes were mainly delivered in Malaysia (26.8%), China (21.3%) and Hong Kong SAR (12%) (Ramos & Wake, 2019).

Far too little attention has, however, been paid to the TNE programmes providing by the UK to Vietnam. Most of them addressed, additionally, issues in transnational HE regulation (Nguyen & Shillabeer, 2013; Hayden & Thiep, 2015). Actually, approximate 50% of UK TNE programmes are delivered for students in Asian (Ramos & Wake, 2019) but the share of Vietnam is insignificant. Meanwhile, Vietnamese government imposes laws of TNE with a more liberally approach (Nguyen & Shillabeer, 2013) and there is an increase in the willingness and ability of Vietnamese students and their families to pursue the high-quality TNE programmes (see section 2.3 of chapter two). It is, as a result, logically necessary to carry out a research that contributes to the development of TNE in Vietnam.

In order to fill these research gaps, this dissertation seeks to address the following questions:

RQ1: What factors do influence the effectiveness of TNE programmes?

RQ2: Are there any cultural differences between UK and Vietnam students which correlate with the factors affecting the effectiveness of TNE programmes?

RQ3: What are the ideal and practical ways to design TNE programmes for Vietnam students in a transnational UK education context?

The first research question will examine what factors exerting effects on the success of TNE programmes. Based on experiences and expectations of several key stakeholders of TNE programmes, it is possible to expect that a full-scale model of factors influencing the success of TNE programmes, such as the TNE programme content, student learning styles, student engagement and cultural differences, will be investigated.



The second research question gives an account of the role of cultural differences in high-quality TNE programmes. As explained above, cultural distinctions seem to play an important role because there is proof to anticipate that cultural differences may exert influences on the effectiveness of TNE programme and it also affects the strength of the relationship between other factors and the success of TNE programmes. Due to the limited understanding of this issue, the second research question aims to provide detailed answers.

By specifying the first and second research questions, a model consisting of factors exerting influences on the success of TNE programmes will be identified. The last research question will be answered by transferring this model from theory to practice. This means the study will come up with several suggestions for designing a suitable TNE programmes for Vietnamese students within a transnational UK education context.

#### **4.8. Chapter summary**

The purpose of this chapter is to discuss a theoretical framework for exploring factor affecting the effectiveness of TNE programmes. It begins by classifying TNE programmes' participants into two groups, consisting of internal stakeholders, such as academic managers, teachers, administrators and administrative staffs, and external stakeholders, such as students and their families, governments and employers. After that, several appropriate theories that underpin the research methodology are introduced, including theory of outcome based education (Spady, 1994), theory of student learning styles (Kolb, 1984), theory of student involvement (engagement) (Kahn, 1990) and theory of cultural differences (Trompenaars, 1993).

It is worth bearing in mind that more recently, literature has emerged that offers useful findings about the expansion of TNE programmes internationally. However, the existing publications do not take account of (1) the effectiveness of TNE programmes, (2) the influences of cultural differences on the success of TNE programmes as well as on the strength of the relationships between other factors and the effectiveness of TNE programmes and (3) the development of TNE programmes offered by UK providers in Vietnam.

This thesis seeks, therefore, to remedy these problems by investigating three research questions including (1) what factors do influence the effectiveness of TNE programmes?, (2) are there any cultural differences between UK and Vietnam students which correlate with the factors affecting the effectiveness of TNE programmes? and (3) what are ideal and practical ways to design TNE programmes for Vietnam students in a transnational UK education context?

The chapter that follows will introduce the research methodology employed in this dissertation. It will discuss the appropriateness of the choice, and explain the advantages and disadvantages of the chosen research method.

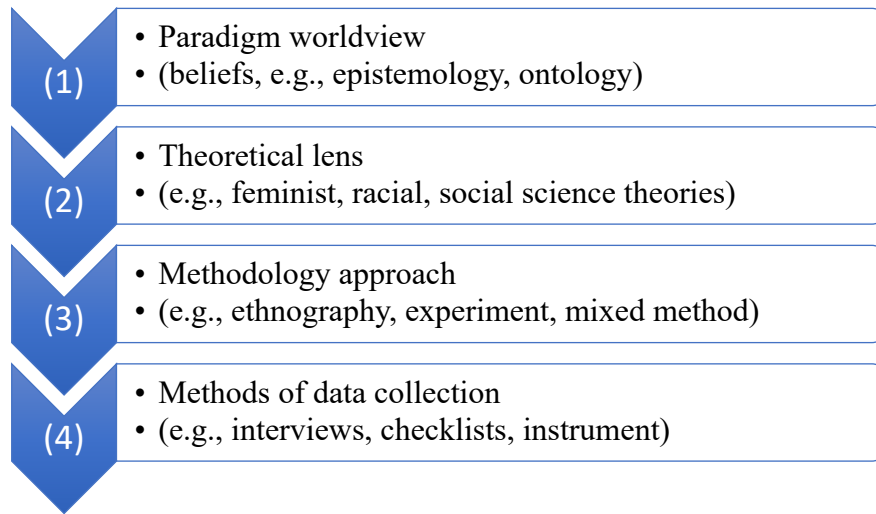
## **Chapter 5: Research Methodology**

This chapter, following the theoretical framework section, introduces a clear and detailed explanation of the methodological approach and methods adopted for this thesis. A complete account of the steps leading to the data collection and analysis is, moreover, outlined. The essence of this chapter is, therefore, to describe a plan of investigation, which will lead to obtaining answers to the research questions. The chapter is structured into seven sections, including (1) research paradigm, (2) research methodological approach, (3) research method, (4) research design, (5) pilot study, (6) ethical consideration, (7) limitations of research methodology

### **5.1. Research Paradigm**

A framework is necessary to explore how philosophy matches the method design of the study (Creswell, 2013). As shown in Figure 5.1, Crotty (1998) described four stages in outlining a proposal or a research. First, the issues of philosophy assumptions, such as the epistemology discussing about nature of knowledge or the ontology discussing about nature of being, are identified. Then, these philosophical assumptions notify an appropriate theoretical "stance" (Crotty, 1998). Next, the research methodology including a strategy, a plan of actions and a research design, is determined by this stance. Finally, the methodology incorporates the methods, which are techniques or procedures used to gather, analyse and interpret the data.

Figure 5.1. Four levels of developing a research study



Source: Adapted from Crotty (1998)

Nominating a research paradigm is the very first and basic step in a selection of an appropriate research method for a study. This is due to the fact that the research paradigm exerts effects on the whole research stages, from identifying research problems to analysing and interpreting data (Deshpande, 1983; Easterby-Smith et al., 2012; Denzin & Lincoln, 2000; Mertens, 2005). In social sciences, there are a number of different paradigms based on different philosophical assumptions. The following discussion, therefore, is necessary to understand the assumptions and explanations of the suitable paradigm for this thesis.

According to Kuhn (1970), a paradigm is a set of generalisations, beliefs and values shared by a community of researchers. Similarly, in Olsen et al.'s (1992) definition, they also mentioned about values and assumptions but they further stated that a paradigm provides information relating to a pattern, structure and framework of scientific and academic ideas.

To put it simply, a paradigm is a value and belief system agreed by a group of scientists that guides researchers the way understand and address problems. In the literature, a number of theoretical paradigms can be listed as positivism (and post-positivism), constructivism (and social constructivism), pragmatism, interpretivism, criticism and so on. Among these theoretical paradigms, social constructivism is said to be a suitable and adopted paradigm for this study. The reasons for this

will be discussed after its brief overview in the next part.

With respect to epistemology, social constructivism believes that knowledge is a human product (Gredler, 1997; Ernest, 1998). It highlights that social properties do not exist separately, they are constructed through interactions between people (Robson, 2011). This indicates meaning does not exist in its own right and reality is a subjective creation. The constructionist approach concentrates on how the social world is interpreted by its participants (Burr, 2003) or how the world of experience is created by individuals' interaction and engagement with each other in the environment (Robson, 2011).

Regarding ontology, it is essential to note that social constructivism usually lays a greater stress on the individual rather than the group (Burr, 2003). This means each individual creates his or her own reality, so by contrast with positivism, there is no single reality or truth. Researchers with this theoretical orientation emphasise a different framework of understanding and a unique view of the world that each individual use to interpret their experience. Thus, the viewpoint of each researcher is always subjective. Because constructivism is used to discover the underlying meaning of events or activities, this approach sometime referred to as interpretivism (Mackenzie & Knipe, 2006).

According to social constructivists, the process that people collaborate to share their individual perspectives will lead to learners' understanding together (Van Meter & Stevens, 2000). However, two people will not have exactly the same discussions with the same people. Therefore, social constructivism allows that multiple realities exist (Schwandt, 2003).

Concerning methodology, social constructivism normally links to qualitative approaches where the main purpose of research is understanding (Burr, 2003). In contrast to positivists, who firmly believe in a single truth and reality, constructivism emphasises there is no single reality (Creswell & Clark, 2007). This is due to the fact that social constructivism points out that truth is felt and undergone by people acting in social situations (Schwandt, 2007). Hence, it is worth mentioning that the values of the researcher and other participants are recognised to exist, and subjectivity is an integral part of the research (Robson, 2011).

Furthermore, social constructivists believe that understanding a variety of social constructions of concept and knowledge is the duty of the researcher (Robson, 2011). Therefore, they prefer to use research methods such as interviews and observation, which allow them to obtain multiple perspectives. Although a majority of researchers tend to use qualitative data collection methods, however, it is worth bearing in mind that no research method is proscribed or prescribed (Robson, 2011).

There are two main reasons why social constructivism has become the helpful philosophical stance for this study. Firstly, as stated above, social constructivism is a theoretical orientation based on the idea that knowledge is a human product. Hence, this approach helps people cross limitations in thinking and perceiving. Researchers can understand and interpret the concept or meaning in their own ways that could be totally different with others, even in the same situation. Therefore, people keep thinking, constructing and creating new knowledge.

Cultural differences in TNE programmes, for example, is not a new topic, however, according to social constructivism, each researcher will examine this issue in their unique way. For instance, many authors examined the cultural differences in TNE programmes from the active and passive learning perspective (Tharapos, 2015; Hamdan, 2014), whereas this study explored this issue based on the seven cultural dimensions of Trompenaars (Hampden-Turner & Trompenaars, 1993). Hence, the findings that are engaged with value and subjectivity of the researcher and the participants in the study will provide different points of view. This supports the researcher keeping exploring new concepts, new understanding around the role of cultural differences in TNE programmes.

Secondly, social constructivism is a beneficial paradigm that supports researchers to become more open-minded. Because social phenomena and their meanings are continually being fulfilled by social members, if researchers change their minds and attitudes, then their thoughts, emotions, and perceptions of the reality also change. This creates and maintains the flexibility that is necessary for researchers to explore things that they do not always foresee. Besides, researchers with this theoretical orientation seem to be more responsible for their feelings and attitudes because they recognise that

their own thinking influences them more than any other variables (Robson, 2011).

The next part follows on from the introduction of research paradigm, which identifies research methodological approach for this study.

## **5.2. Research methodological approach**

### **5.2.1. *Qualitative methods***

So far this chapter has focussed on introducing the research paradigm of this study. It is essential to ask which research methodology is suitable for social constructivism. According to Sarantakos (1998), research methodology is “a model which entails theoretical principles as well as a framework that provides guidelines about how research is done in the context of a particular paradigm” (p.32). There are three common approaches of data collection, including a quantitative, a qualitative, and a mixed one (Tashakkori & Teddlie, 1998; Creswell, 2013). Nevertheless, the most appropriate research approach for social constructivism is qualitative methods.

According to Creswell (1994), a qualitative approach can be defined as “an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting” (p.15). Based on this definition, the main purpose of a qualitative approach is to understand the real meaning of life through individuals’ perception (Lincoln & Guba, 2000). Especially, the problems or events could be comprehended sufficiently only when they are put in the specific context. Thus, a qualitative researcher can play a part in that setting (Denzin & Lincoln, 2000).

There are several typical features of qualitative approaches to social research:

(1) The principle orientation of qualitative research to the role of theory in relation to research is an inductive approach in which the generation of theories is highlighted (Bryman, 2015). This study, for instance, collected qualitative data from several TNE key stakeholders to investigate the relationships between TNE curriculum, student learning styles, cultural differences, student engagement, and the

effectiveness of TNE programmes. This research contributed significantly to the theoretical understanding of TNE programmes through developing a new model examining the success of TNE programmes.

(2) Because situations depend on the perspective of respondents, the social world is seen as a creation of those involved (Bryman, 2015; Robson, 2011). Referring to this study, owing to the limited literature on the effective TNE programmes, the best way to conduct the research is to gain an understanding of hidden reasons, opinions, experiences and motivations of TNE stakeholders. This means factors affecting the success of TNE programmes were investigated through the stories of all the participants involved.

(3) Qualitative research normally pays attention to words and other non- numerical forms rather than collection and analysis of numerical data (Bryman, 2015; Robson, 2011). It could be argued that the qualitative method gives prominence to human behaviours, attitudes, and motivations (Gorard, 2003). When key stakeholders of TNE programmes shared their perspectives, for example, all information were obtained verbally.

(4) Qualitative research is usually conducted with a small-scale regarding persons or situations. Qualitative research aims to provide an in-depth understanding of a phenomenon and qualitative data includes complex records of observations, descriptions and narratives within a bound context (Richards, 2009). The generalisability of findings, therefore, is not a major concern (Robson, 2011; Winter, 2000). The qualitative approach in this study, for instance, also applied a small-scale of around 24 people.

After developing the qualitative approach, the next stage is to employ research method, including data collection tools and techniques as well as a sample size.

### ***5.2.2. The Case study perspective***

#### ***5.2.2.1. Definition and merits***



Seven different qualitative methodologies are ethnography and participant observation, ethnomethodology, biographical method, clinical research, phenomenology, grounded theory, participatory action research, and case study (Bryman, 2015). Among these, it is believed that the design of case study used to obtain an in-depth understanding of the context and meaning for participants involved is the most popular method in historical and qualitative social science (Stake, 2000). Despite its popularity, the design has no clear and comprehensive explanation. However, many researchers agree that a case study can be viewed as an "intensive study" focusing on a specific phenomenon or behaviour of either an individual or organisation where the purpose of that study is to understand the big picture and generalise about the other individuals or the rest of the organisations (Jacobsen, 2002; Gerring, 2007).

There are many reasons for choosing a case study approach, such as building theory, describing a situation, qualifying an existing theory with known theoretical concepts and causal relationships (Remenyi et al., 2002). Nevertheless, first and foremost, case studies are usually considered as the most sensible way where the research objective is mainly descriptive or theory-building. The primary explanation for this is case studies provide an inductive interpretation of the results (Irani, 1999; Remenyi et al., 2002). Cohen et al. (2000) stated three main uses of the case study approach. Firstly, when researchers want to describe, examine and evaluate the uniqueness of real people and phenomenon via reliable stories. Second, it is thought that case studies are suitable for in dealing with complex behaviour and situations. Thirdly, it should be used when researchers want to contribute to action and attempt any kinds of intervention. By doing so, they have a sense of "being there" that allows them to effectively present and represent reality.

Many researchers argue that large sample size quantitative studies have more potential than case study ones in terms of providing results that could yield concrete empirical foundations for testing theories in the emerging field of TNE (Faber & Fonseca, 2014; Vasileiou et al., 2018). There is, nonetheless, a lack of an established or even speculative theory on the TNE factors that can be utilised as a base for a hypothetic deductive quantitative research. Instead, a case study design is chosen due to the fact that the topic of the effectiveness of TNE programmes is under-researched, and thus, in-depth contextual

knowledge is believed to be appropriate with the study's purpose of creating insights for theory building. As a result, in this thesis, the need for using a case study to come up with the foundations of a theory is justified.

Besides, the appeal of the case study design comes from its process instead of its outcomes (Merriam, 1998). The design is able to get the best results out of the context because it focuses on discoveries rather than any specific variables or confirmation. In other words, insights gained from case studies can directly impact "policy, practice and future research" (Merriam, 1998).

Case study design is different from other types of qualitative approaches in terms of the intensiveness of research into each particular individual or organisation (Gerring, 2007; Merriam, 1998). Therefore, the most typical feature of a case study is its capability of delimiting the object of research: its single unit or the bounded system. Opposite to large sample size studies, where most of their cases are used for non-intensive exploration, the case study design has been limited to a single case or several cases.

#### *5.2.2.2. Single case versus multiple cases*

Choosing whether to use a single case or multiple cases is the next question, researchers have to answer after deciding to follow the case study approach. Without answering this question, data collection cannot even start. Therefore, it is reasonable to understand what they are. Single case studies can be classified into five different types. The first one is a critical case in which a well-known theory is critically examined (Benbasat et al., 1987). Secondly, a unique case is utilised when there is a lack of verbal evidence of the relevant nature of a poorly understood or even misunderstood situation. Next, a typical case can be viewed as a way to capture the conditions of a common phenomenon. Forth, a revelatory case is carried out when the researcher wants to study the previously non-accessible phenomenon. Last but not least, a longitudinal case includes reporting and exploring a phenomenon during an extended time period (Benbasat et al., 1987).

Yin (2015) mentioned that single case studies are more suitable for early phases of research such as theory qualifying and testing as they allow researchers to have a better understanding of the case

environment and some of the hidden aspects of the context. Some researchers called this early phase as the drifting stage (Benbasat et al., 1987). Moreover, for case-study specialists, they usually use single case studies in their previous papers as predecessors to their later, more completed series of multiple case studies. In other words, at least for these researchers, choosing single or multiple cases is never a challenge as they did both (Benbasat et al., 1987).

Although Yin (2015) strongly believed that, if carried out properly, single case studies are able to provide results qualified for comparison with the relevant extant literature, findings concluded from multiple case studies are inherently more in-depth and reliable than those concluded from a single case one (Herriott & Firestone, 1983). King, Keohane and Verba (1994) also pointed out that multiple case studies can result in valid inference as long as the process of data collection remains the same across units of a case and across between and within different cases. This requirement is set to make sure the data is systematic, consistent, and hence comparable. As the approach of this thesis is the multiple case study design intended to offer insight into the theorised TNE through a study of two universities, the researchers try to meet the criterion so that the study is not overly descriptive and has great quality.

#### *5.2.2.3. Types of case study*

There are a few ways to classify types of a case study. Firstly, based on the research questions, the case study should be divided into three categories: exploratory (as a pilot to other pieces of research), descriptive (as a narrative account) and explanatory (as a device for testing theories) (Yin, 1984; 2015). In the case of exploratory case study, Saunders et al. (2009) argued that this style provides researchers with a chance to come up with new methods of addressing the topics or methods of addressing new topics. The reason for this is when carrying out an exploratory case study design, the researchers are supposed to complete an in-depth general literature review before moving on any particular cases. Descriptive cases are more straightforward as they are normally used as a support to exploratory research. On the other hand, explanatory cases are utilised to develop theories to deal with the real-world phenomenon (George & Bennett, 2005). This research adopts the exploratory case study design, in which the researchers concentrate on how factors affect TNE programmes'

effectiveness. The literature review showed that few studies had covered the effectiveness of TNE programmes, which made this area worth exploring.

Secondly, Merriam (1998) also introduced three types of case study in education: descriptive (narrative accounts), interpretative (developing conceptual categories in order to examine initial assumptions) and evaluative (explaining and judging). While descriptive case studies can be considered as a detailed account of the studied situation, interpretative ones are employed to develop relevant concepts or tackle false theoretical assumptions before the process of data collection. The last one is evaluative case studies including description, explanation and judgement.

Finally, Stake (2000) and McNabb (2010) classifies case studies into three broad categories: intrinsic, instrumental, and collective. While intrinsic case studies are employed to understand the particular phenomena in question, instrumental research is designed to investigate a broad issue with no specific attachment to case study phenomena. For collective design, groups of individual studies are comparatively undertaken to gain a better understanding of a universe of similar cases.

According to the second and third way of clarifying case studies, in this thesis, the case study type could be defined as descriptive and intrinsic. Descriptive because it provides a narrative of the present situation of different groups in a TNE programme setting. Intrinsic because after examining factors affecting the effectiveness of TNE programmes, it is possible to increase the understanding of this particular phenomena.

#### *5.2.2.4. Introduction of two case studies*

This section offers the background of two case studies used in this thesis. This provides a justification for the choice of the particular case study context (transnational education from the UK to Vietnam) and offers a short description of two higher education institutions. It is important to grasp the motivation and rationale for the selection of these particular case studies and to understand the institutional characteristics of the two education institutions as well as the wider contextual dynamics.

This research is based on a case study research design. As the scope of the thesis is the development of TNE in Vietnam within a transnational UK education context, two higher education institutions/universities who are partnered with high-quality UK universities are selected as the main case studies. These universities have been known as important hubs providing a world-class education and learning experience for students in order to obtain for British degrees. The two universities show the quality of a British degree in Vietnam in particular and all around the world in general for both qualities and benefits that they bring to graduates. To ensure that the reputation of two higher education institutions of these case studies is protected, their anonymity has been maintained throughout the research. In this thesis, the institution of the first case study was referred to as “University B” and the second one as “University S”.

Furthermore, in regards to the contextual dynamics, this section includes a short description of the UK educational system which is involved in the case study, with particularly focus on the undergraduate provision. Thus, the review of the structure, characteristics, admission system and on-going issues of University B and S provided valuable insights into the process of analysing and interpreting the expectations and perceptions of each of TNE stakeholder groups.

#### a. University B

University B is one of the few international institutions awarding British degree certificates within Vietnam, partnering with two British institutions who have a long and rich history growing via excellent academic standards and excellent connections with industries and companies. This university records an impressive rate of graduate employment.

Currently, students have two options when attending University B. First, they can choose one of two British partner institutions to study their final year of undergraduate study in order to achieve a British bachelor’s level qualification after finishing the learning time at University B. The students have to meet strict requirements including attendance, attitude to work and academic integrity. The two British partner institutions regularly assess these standards which are set by the UK Government and approved by the UK Higher Education Quality Assurance Agency. University B is proud of getting a

positive assessment from the Agency. Second, the students can stay in Vietnam and still receive the certificate offered by University B whose full-time international faculty have significant teaching and extensive industry experience in countries such as the UK, Canada and the US. The second option here is, therefore, one form of TNE programmes. University B is committed to providing high-quality education in selected subjects including international business management, marketing management, accounting and finance, tourism management, banking and finance, and finance and economics.

Entry requirements for undergraduate of University B are completing high school (or equivalent) and obtaining IELTS 6.0 or above (or TOEFL (IBT) 87 or above). Students with international certificates such as A level, IFY, or Foundation will be assessed to get admission of undergraduate programmes. At University B, students will study and be taught in English by 100% international faculty within programmes that meet rigorous standards of UK education so English is a must-have in order to study effectively. English proficiency is, therefore, one of the most important entry requirements. University B will regularly hold English Placement Test to test students' English level before studying. For students, whose English has not met the requirement, the university will consult them to attend English classes that are suitable for their level. After that, the students can take English programmes specifically designed to prepare them for studying in the English university environment.

At University B, students will be trained developing skills to have a successful career such as Employability Skill Set Training, will join student clubs based on their talent and interest like the football club, dance club, or volunteering club and so on. To fulfil student needs of employment and internship opportunities that provide students real-world knowledge and help them hit the ground running in their chosen career, the university's Student Experience Department offers a wide range of activities including Guest Lectures/Seminars by Corporate Executives; Company Visits; Sponsorships and Tailored Programmes. Students have opportunities to do intern in leading national and international business organisations like Standard Chartered Bank, SSI, Prudential, ANZ, Apollo, British Council, Hilton, Intercontinental, Piaggio, Moven Pick even in the first year of their study. Besides, the university's Student Experience Department offers counselling services to help each student achieve the goals that they and their family have set, providing a tailored well-rounded

experience that incorporates an excellent preparation for job interviews or application for graduate programmes.

There are several reasons why University B was selected as the main case study in this research. The first reason is that University B is providing teaching based on programmes of two high-quality British partner institutions; therefore, the educational model is almost equivalent to that in the UK. For example, students need to complete a foundation programme before taking their undergraduate programmes. This foundation programme is believed to help students develop their powers of analysis, critical thinking, and reasoning as well as become more self-disciplined and hard-working. Moreover, the foundation programme helps students be more familiar with the teaching and learning methods used at the undergraduate level. This approach is totally different from Vietnam's. Besides, there are English courses designed to provide relevant knowledge and skills for students who will study their undergraduate programmes in English. Interactive teaching methods including drama, role plays, games and discussions on current events and world issues are currently used in these English courses.

Regarding the second reason, according to the Council of Europe, TNE includes “all types of HE study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system” (Council of Europe, 2002, para. 28). This definition matches the conditions of University B as its students will be granted British degree, even they 100% study in Vietnam, by British higher education institutions. In fact, several higher education institutions in Vietnam are cooperating with UK universities, but if their students do not study their final year in the UK, they are not granted a British degree. This means not all educational institutions having cooperation with UK universities can be considered as TNE.

Next, University B is assessed as a great university with very impressive statistics such as 100% graduation and 35% of them are classed as First Class Honour - the first tier at the undergraduate ranking of the UK education system, and 100% employability after three months of graduation.

#### b. University S

The second case study in this research is referred to as “University S” who is an official cooperation between one of the top-ranked universities in Vietnam and a reputed university in the UK in order to deliver undergraduate training programmes of business administration, accounting and finance, banking and finance, marketing management since 2005.

The training process is divided into three phases including one year for English and soft skills courses, two years following UK National College programme - BTEC HND, and last year for a transition to universities in the UK, Australia, USA and Singapore or studying at University S to obtain a Bachelor's degree. If students finish their study at the end of the third year, they will receive the BTEC (Business and Technology Education Council) Level 3 Extended Diploma which is equivalent to A-Levels. If students complete their final year, either in Vietnam or the UK, they will achieve a British bachelor's level qualification granted by the British partner university.

Entry requirements for undergraduate of University S are completing high school (or equivalent) and obtaining IELTS 4.5 or above. Furthermore, students have to pass the written government entrance exams. Students whose IELTS score is less than 6.0 have to study some English courses beside soft skills classes. If their English has not met the requirement (IELTS 6.0), they are not able to study BTEC programmes. Similar to other British education programmes, students in University S are encouraged to do intern in several reputed companies, resorts and organisations like InterContinental, Furama Resort, Pullman Resort, Danang Port and so on.

University S was chosen as a case study in this research for several reasons. Firstly, similar to University B, University S is a typical example of TNE from the UK to Vietnam. In University S, students are able to study the education programmes that are much the same as the one in the UK.



Moreover, they can receive British degree certificates after graduation even though they study full time in Vietnam. Secondly, there is a difference between Northern, Central and Southern Vietnam in economic development. Especially, Northern and Southern Vietnam's income per capita are higher than Central Vietnam's (The World Bank, 2018). There is a question that whether these differences affect the perceptions and expectations of TNE stakeholders on the effectiveness of TNE programmes. In order to answer this question as well as analyse TNE stakeholders' opinions from different angles two different universities are selected: University B, located in the north and representative of higher income areas, and a representative of Central Vietnam, University S.

#### *5.2.2.5. Issues of Validity and Reliability*

Despite the merits of the case study method, it has been prone to methodological concerns about its validity and reliability (e.g., Campbell, 1975; Miles, 1979; Daft & Lewin, 1990; Yin, 1981). Tests to confirm the validity and reliability of case studies are necessary for at least two reasons. First of all, case studies are essential in the critical, early phases when constructs and their relationships should be examined (Yin, 1994; Eisenhardt, 1989). Thus, methodological rigour of theory development would have played a vital role in later phases as it clearly identifies and helps to elaborate and test those constructs' relationships (Eisenhardt & Graebner, 2007). Besides, case studies' researchers usually work closely with practitioners to solve real management problems. The rigour in the research is needed to ensure the data's stability and quality (Amabile et al., 2001; Leonard-Barton, 1990).

The rigour of case studies consists of the following quality criteria:

##### *a. Construct validity*

Construct validity is the first and foremost issue to be considered when the researcher is about to collect the data. It refers to how the research uses the right operational measures and investigates what it claims to examine (Smith, Denzin & Lincoln, 1994). In other words, construct validity shows the quality of the relevant concept and its appropriateness to what is being studied. It is believed that for the case study method, researchers are usually criticised because they subjectively judge phenomenon instead of creating a well-developed measure of constructs (Yin, 1994).

Therefore, in order to improve construct validity in case studies, the researcher paid attention to three main points. First of all, the researcher used multiple sources of evidence (Smith et al., 1994; Yin, 1994). In fact, along with interviewing, the researcher also collected secondary documents from various sources, not only adding knowledge but also triangulated against content gathered from the interview. Secondary documents included TNE reports from British Council, the Department for Education (DfE), Research & Advisory Center (CRAC), and so on. Besides, information from websites, internal reports of University B and University S, and reports on the development of international education activities published by The Vietnamese capital of the Vietnamese Ministry of Education has also been exploited. Secondly, the researcher has been suggested to have a transparent chain of evidence that includes the presentation of interview transcripts and secondary documents introduced above, so the readers would understand how the researcher carried out from the initial research questions to the final conclusions (Yin, 1994). Last, the researcher let key informants review the draft (Yin, 2009). All transcripts were sent to the interviewees to review, amend and supplement the content if needed. In fact, after receiving the transcripts, all informants fully agreed with the transcribed content from the audio records.

#### b. Internal validity

Internal validity needs to be considered during the data analysis phase (Yin, 1994). It is also called "logical validity" (Cook & Campbell, 1979; Yin, 1994) to assure the researcher that findings can be accepted based on the research design. It seeks to establish a causal relationship between variables and results. Internal validity is fundamental in descriptive and explanatory case studies rather than exploratory cases (Yin, 2009). In internal validity, the critical issue is whether the researcher can construct a plausible causal argument that is powerful and rigorous enough to defend the research results. To do so, the researcher paid attention to two proposed measures to establish internal validity for this study. Firstly, the researcher provided a comprehensive research framework with plausible causal arguments. In chapter 4, the conceptual framework provided with key choices were explained in order to help readers have a better understanding of why the model evaluating the effectiveness of TNE programmes was built. Secondly, theory triangulation is said to verify results by reviewing them

under multiple angles (Yin, 1994). Information gathered from a variety of sources such as the responses of these interviewees, governmental and non-governmental HE reports, Vietnamese universities' internal reports were cross-checked and compared.

#### c. External validity

External validity or generalisability is the extent to which the theories stem from the results of case studies can be generalised to prove that the studied phenomena not only true in the current setting but also can be replicated in other environments (e.g., Calder, Phillips & Tybout, 1982; McGrath & Brinberg, 1983). As case studies are too particular, some argue that generalisation, both single or multiple cases, is not possible, or at least in terms of statistical generalisation based on a larger population sample (Yin, 1994; Numagami, 1998). However, case studies are not devoid of generalisation. Their objective is not that statistical conclusion, but the analytical generalisation, which is a process of generalising empirical observations into a particular theory rather than population (e.g., Yin, 1994; 1999; Levy, 2008).

In this study, two proposed measures to establish the external validity were focused. Firstly, according to Eisenhardt (1989), a clear rationale for the case study selection was introduced in session 5.2.2.1. Secondly, ample details on the case study context of each case study were also analysed in session 5.2.2.4. These helps the reader understand the researchers' sampling decisions (Cook & Campbell 1979).

#### d. Reliability

Reliability refers to the process of replication of studies, in which the absence of random error allows subsequent researchers to reach the same conclusions if they carry out the same procedures of data collection and analysis again (Smith et al., 1994). It is worth noting that reliability is different from replicating the results in another case of multiple-case studies that focus on a replication instead of carrying out a sampling logic.

Specifically, in this study, there existed a protocol establishing the rules of how to interview the participants, analyse the secondary reports, and so on. In the protocol, the researcher used some techniques and measures, such as careful documentation and clarification of the research procedures, to enhance the study case's transparency. Besides, the researcher also ensured the replication of this study by building up a database containing all the relevant information for every interview participant as well as the secondary reports' sources.

### **5.3. Data collection tools**

#### *5.3.1. Definition of qualitative interviewing*

Interviewing is one of the most common tools used in qualitative research (Kitchin & Tate, 2000).

Interviewing is a special form of conversation involving researchers who ask questions and try to interact with respondents to understand their experiences through their answers (Robson, 2011; Bryman, 2001).

Interviewing is suitable for this study because it is useful to investigate issues in an in-depth way (Johnson, 2002), such as how candidates think and feel about the effectiveness of TNE, how they perceive the roles of student involvement, student learning styles and other factors in TNE programmes as well as why they hold certain opinions. In interviewing, respondents can share their perceptions in detail as much as possible, thus a much richer narrative for the researcher will be collected (Creswell, 1994). Additionally, interviewers can ask any question if they are still in doubt.

Furthermore, one-on-one interviews allow individuals to feel more comfortable to discuss sensitive topics. For example, if participants are asked in a focus group about the government's control of foreign education providers, the governance models in monitoring activities and assessing HEIs, the collaboration between HEIs of the host and those of home countries or the culture shock, they may feel painful to express truly their experiences and feelings. However, everything seems easier if there are only one researcher and one candidate in the conversation.

Among three common forms of interviews, including structured, semi- structured and unstructured

interviews, the semi-structured approach is chosen for this thesis. The semi-structured interview had an interview guide covering a list of topics and questions in a particular sequence that will be applied in the conversation. However, the interviewer is free to change the wording and order based on the flow of the interview and to ask additional unplanned questions in order to follow up on what the interviewee says (Robson, 2011).

It could be argued that a semi-structured interview is fairly flexible for both interviewers and interviewees. On the one hand, this type of interviewing provides researchers with a chance to prepare for competency during the interview because questions can be arranged ahead of time. Furthermore, interviewers still have considerable freedom because they can decide the sequencing of questions and topics as well as ask unplanned questions to get more information (Robson, 2011). On the other hand, using semi-structured interviews also allows informants to feel comfortable to express their views in their own terms and autonomous in steering the content (Weiss, 1995).

### *5.3.2. Sample size*

In qualitative research, frequencies are rarely crucial because a piece of data could be enough to understand the process behind a topic (Ritchie et al., 2003). Furthermore, qualitative methods of data collection, such as interviews, focus groups and observations, are very labour intensive, so working with a large sample usually requires a lot of time and cost but it is often impractical (Mason, 2010).

One important question that needs to be asked is what a sufficient sample size is. Among several suggestions for estimating sample sizes for robust research prior to data collection, two criteria are appropriate to this study are data saturation and information power. According to data saturation, a qualitative sample must be large enough to help researchers to identify most of the crucial issues. However, if the sample is too large, data will be repetitive (Mason, 2010). Besides, the concept information power showed that if the sample provides more relevant information to the actual study, the lower number of interviewees would be required (Malterud et al., 2016).

In the two above approaches, “sample adequacy, data quality, and variability of relevant events” are

more crucial than the number of participants (Malterud et al., 2016, p.1759). At the beginning of a research study, an initial approximation of sample size should be planned. Meanwhile, the sufficient sample size will be determined continuously during the process. In other words, the data collection process will be finished when the interviews provide enough information to answer the research questions (Malterud et al., 2016) or the researcher starts to receive the similar information that he/she collected from previous interviewees (Alsaawi, 2014).

There are several factors which should be considered when deciding how many interviews need to be conducted, such as aims of the study, the quality of the interview dialogue, sample specificity (Malterud et al., 2016; Charmaz, 2006; Ritchie et al., 2003). Comparing to a broad research aim, a study with a narrow aim requires a smaller sample. Additionally, to gain adequate information power, the specificity of experiences, knowledge, or properties among the interviewees included in the sample is crucial. This means a smaller sample size is required with participants holding characteristics that are highly specific for the study aim. Moreover, clear and meaningful conversations between the interviewer and interviewees will lead to fewer participants is needed (Mason, 2010).

Referring to this dissertation, the population is organisations and individuals who can affect or are affected by TNE programmes. They are indeed the stakeholders of TNE programmes including academic managers, teachers, administrators and administrative staff as internal stakeholders, and students, their parents, governments and employers as external stakeholders. It is worth mentioning that different key participants may have different perceptions. Hence, with the purpose of exploring these differences, interviewees were categorised into distinct groups.

Nevertheless, a number of interviewees in each group may be different. For teachers, students, parents and employers, the populations of these groups are always larger than other groups. Hence, it is understandable to interview more people from them. Furthermore, for academic managers, administrators and government representatives, it seems more difficult to access these candidates because there is a need to contact gatekeepers in order to conduct interviews with those authorities.

For these reasons, in each case study, two people in following groups of TNE stakeholders, including

UK academic manager, UK/Vietnamese administrator, UK teachers, Vietnamese students, Vietnamese parents, were invited to explore their expectations and experiences on the effectiveness of TNE programmes. Furthermore, two Vietnamese government representatives who are responsible for monitoring activities and assessing foreign HEIs and two Vietnamese employers who have knowledge and experiences in TNE programmes were invited to join the main interviews. To conclude, there were 24 participants in the main study (Table 5.1; see table 6.2 for more details).

Table 5.1 The number of qualitative interviews for the main study

<b>Participants</b>	<b>Number</b>
Academic managers	4
Administrators and administrative staff	4
Teachers	4
Students	4
Parents	4
Government's representatives	2
Employers	2
Total	24

The different groups of interviewees had similar lists of topics (see appendix 7-16), such as what the effectiveness of TNE is, what are the relationships between the TNE programme content, student learning styles, student involvement, cultural differences and the success of TNE programmes. However, even in the same topics, different participants shared different expectations, emotions and experiences. For example, students perceived the effects of cultural differences through the distinct teaching methods of foreign teachers whereas teachers realised them by the different learning styles.

### *5.3.3. Interview techniques*

There are various communication possibilities to interview informants, such as face-to-face interviews, telephone interviews, email interviews, Skype interviews and so on. However, this study concentrated on face-to-face interviews and Skype interviews for the following reasons.

Firstly, compared to other interview techniques, face-to-face interviews as well as Skype interviews provide more opportunities for interaction between interviewers and interviewees. That is to say, these approaches are useful when clarifying not only the answers but also the emotions and feelings of respondents (Creswell & Clark, 2007). For example, it is easier to recognise when respondents feel unsure about something or they seem uncomfortable about some topics during the interviews because the interviewer can see their facial expressions and body language.

Secondly, face-to-face interviews and Skype interviews offer better conditions for researchers to ask unplanned questions to follow up on what respondents say. Furthermore, during the conversations, interviewers can modify their questions based on the themes and directions in which interviewees wish to focus on (Hollway and Jefferson, 2000).

In this study, most of the interviewees reside in the UK and Vietnam. The researcher put an effort in conducting face-to-face interviews. However, when the participants were unable to arrange reasonable time and locations of the interviews, Skype interviews would be an alternative option.

The discussion presented so far has introduced that qualitative data was gathered from participants through semi-structured interviews and the next section will explore a research design for this study.



#### 5.4. Research design

When the paradigm and research methodological approach are identified, it comes to the stage of turning research questions into projects (Abrahams et al., 2002). In general, the objective of research design is to create a logical sequence associate with data collection and data analysis. Based on the study's aims and research questions, the research design specifies which data will be collected, recognise the difficulties that will be faced, like data access, availability of time and costs.

Before proceeding to discuss the research design of this study, it is needed to remind three research questions.

RQ1: What factors do influence the effectiveness of TNE programmes?

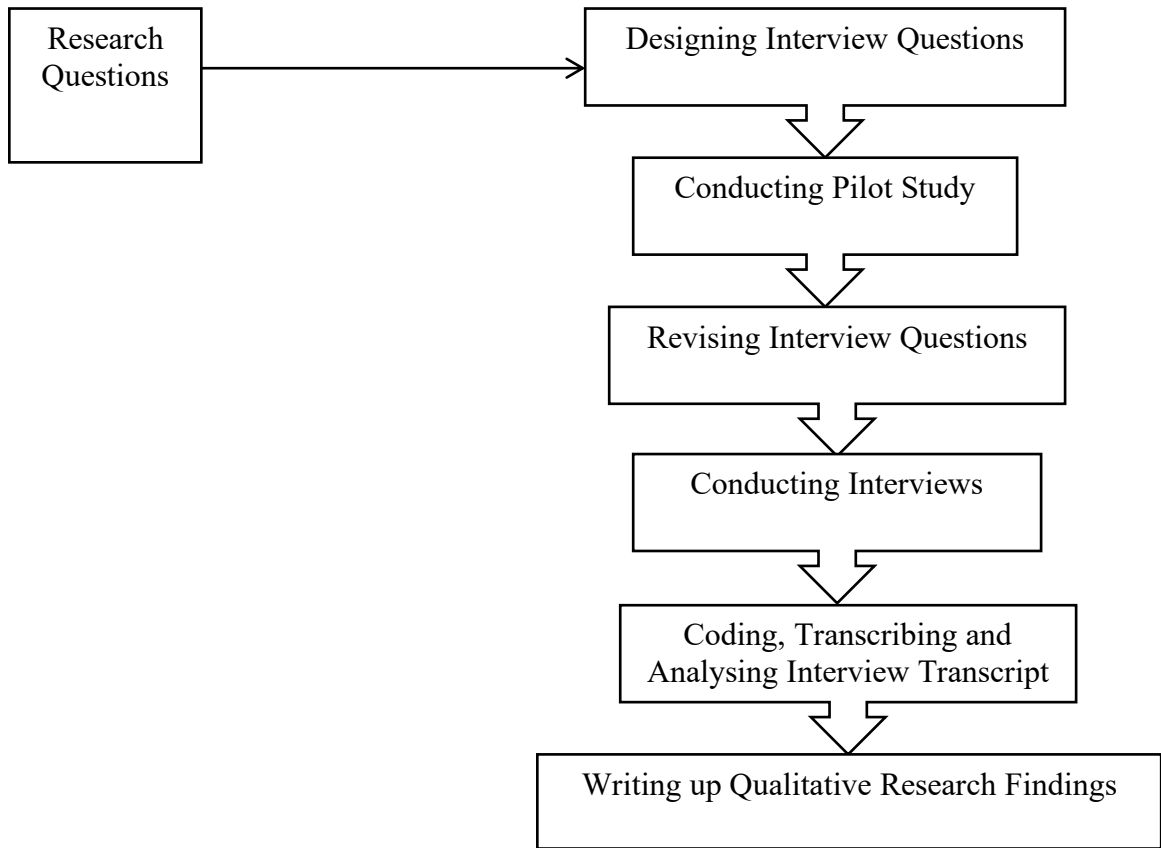
RQ2: Are there any cultural differences between UK and Vietnam students, which correlate with the factors affecting the effectiveness of TNE programmes?

RQ3: What are ideal and practical ways to design TNE programmes for Vietnam students in a UK context?

The aim of the first and second questions is to point out a model comprising factors influencing the effectiveness of TNE programmes. Particularly, the role of cultural differences is emphasised because it is possible to predict that cultural differences exert effects on not only the success of TNE but also the relationships between other factors and the effectiveness of TNE programmes. The target of the third question is to transfer this model from theory to practice. By responding the last research question, several suggestions for designing an appropriate TNE programmes for Vietnam students within a UK context will be provided.

To achieve the purposes of the study, the research process follows a step-by-step plan (see Figure 5.2).

Figure 5.2. Research model of this study



Source: Self- elaboration

The first step in the research process helps to settle the issue regarding which information is necessary for this study. Based on the aim of the first and second research questions, interview questions were designed. The discussions between the researcher and candidates focused on their understanding and expectation of the effectiveness of TNE programmes, their opinions on the relationships between TNE curricula, student learning styles, student involvement, cultural differences, and effectiveness of TNE programmes.

After designing interview questions, a pilot study was employed to test the validity of the qualitative interviewing and identify potential practical problems. The details of the pilot study will be introduced in the section 5.5. Although the pilot study's results were not part of the findings for this study, they

provided many suggestions to revise interview questions to make them clear and understandable for respondents.

Following this, the interviews for the main study was conducted. As indicated in the section 5.3.2, 24 interviewees comprising academic managers, teachers, administrators and administrative staffs, students, parents, government representatives and employers were collected from two case studies.

After qualitative data collection, it comes to the stage of coding interview transcript and finally, analysing qualitative interview findings.

### **5.5. Pilot study**

The term “pilot study” refers to a small-scale version done in preparation for the main study (Polit-O'Hara & Beck, 2006). The main benefit of carrying out a pilot study is that the researchers can detect where the flaws and ambiguous items are or whether proposed methods or instruments are inappropriate or too complicated. After conducting a pilot study, the researcher known exactly which interview questions she should revise and gained more experiences for better application in the main study. Accordingly, one person in each group of stakeholders was invited to participate in the pilot study of this research (Table 5.2). Based on the participants’ responses, the questions were amended.

Table 5.2 The number of qualitative interviews for a pilot study

<b>Participants</b>	<b>Number</b>
UK academic managers	1
UK administrators and administrative staff	1
UK teachers	1
Vietnam students	1
Vietnam parents	1
Vietnam government’s representatives	1
Vietnam Employers	1

Total	7
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## 5.6. Qualitative data analysis

After collecting documents and interview transcripts, making sense of those the raw qualitative data in order to answer the proposed research questions is the next step. According to Denscombe (2007), the qualitative data analysis procedure consists of (1) preparation of the data, (2) familiarity with the data, (3) interpreting the data, (4) verifying the data, and (5) representing the data.

### 5.6.1. Preparation of the data

As the first step of data analysis, it is crucial to stress the importance of copying any recordings and transcripts to ensure the original version can be prevented from losing data. The next step is to transcribe the interview that is usually audio-recorded and reproduce verbatim as a word-processed mean. Thus, it is time-consuming because of clarifying not only exactly what was said and by whom but also the tone in which it was said and the respondents' non-verbal expressions. After, participants' answers recorded were typed and saved in Microsoft Word format. Besides, during typing, those answers were grouped in tables based on the specific questions. Each interview transcribed should be saved as a separate Microsoft Word file. Then all the files were imported into NVivo software. Based upon the precise requirements of NVivo, in order to distinguish between any related topic headings, questions, and responses, topic headings in capitals, questions in italics and responses in normal font are put (see Table 5.3). The key is to be consistent within and across all of the transcriptions (Silverman, 2013).

Table 5.3. Example of transcribing audio-recorded interviews

Respondent:	Question	Answer
AB1		
Transition question	<i>Q4c. So in your opinion, if you</i>	COMPARISON UK TNE & VN PROGRAMMES

	<p><i>compare between TNEs in BUV and other universities provided by Vietnam universities, which one is more effective?</i></p>	<p>Which one is more effective? (looking for confirmation). I would think ... in terms of ... if one student wants from it is the important thing. If the student wants to work in Vietnam, stay in Vietnam, working for a Vietnamese company then I would say both are very good. If they want to travel internationally, work for international companies, study for master degrees, perhaps elsewhere in the world, then we are probably the most effective for them.</p>
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#### 5.6.2. Familiarity with the data

In the second step, to get familiar with the data's main content, all participants' responses to the proposed questions were read several times. The act of transcribing a data item themselves, as discussed above, although laborious, allows the researcher to develop familiarity. Without familiarity, they will not be able to take part in the following analytical procedures. Producing transcripts and data familiarisation are hence essential parts in analysing data (Denscombe, 2007). Afterwards, interviewees' responses to each question were cross-referenced to see the potential inter-relationship among the collected information. Finally, the researcher read and re-read the data during their analysis while jotting down the specific meaning of each line of textual data that could contribute to answering the research questions. For instance, when asking students about learning styles, but somewhere he/she mentioned TNE programme content, the students' narratives of TNE programme contents could be put into context and interpreted regarding TNE curricula.

#### 5.6.3. Interpreting the data

Once getting familiar with the data after multiple-reading, the researcher carried out data interpretation using an analytic induction to perform a coding procedure. Coding is used to categorise data with

similar meanings. Coding is believed to include labelling each unit of data with a code that symbolises or summarises that unit's meaning (Silverman, 2013). The purpose of conducting this process is to make each piece of data accessible for further analysis. The interviews recorded for this study were coded and analysed for categories with the assistance of NVivo software. NVivo is helpful in allowing multiple tags and sub-tags to be attached to snippets of text, allowing the quick text and critical quotations retrieval and the quick re-sorting, re-naming and re-grouping of texts with different forms of meaning.

NVivo 8 uses the term "node" to represent coded concept, themes, or ideas. While analysing each imported document, the researcher started making a "free node" to each identified code. Besides, a new piece of data with a similar meaning to a previously coded data unit should be labelled with the same node. These free nodes were not yet connected to one another but standing alone to store all the relevant data under the same code. For instance, for the free node of "Programme content", data from 11 different sources were found related to this node, including 34 references. Each reference represented one particular chunk of data that was relevant to the node. If clicking into the "programme content" node, all the source data and references could be allocated.

After several rounds of initial coding to identify all the free nodes, the analysis entered into the next stage of identifying relationships among these free nodes. NVivo 8 uses a tree structure to categorise the nodes. Some nodes were found to contribute to the same theme. These umbrella terms were identified to become the headings of different categories, each of which includes several free nodes (codes). All the free nodes were allocated into the tree structure at this stage, going into various categories. The two cases were coded as the following:

Table 5.4. Example of coding two cases

Case code	TNE code	The UK Partner	The VN Partner	
Case 1	University B	University UK-B1 University UK-B2	N/A	International branch campus

Case 2	University S	University UK-S	University VN-S	Partnership programmes
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All interview participants were also assigned name codes to disguise their identities, which were systemically linked to their university and their TNE programmes' roles (see Table 5.5).

Table 5.5. Example of coding interview participants

Participants	Code	
	University B	University S
UK academic manager	AB1, AB2	AS1, AS2
UK/Vietnamese administrators	AB3, AB4	AS3, AS4
UK teachers	TB1, TB2	TS1, TS2
Vietnamese students	SB1, SB2	SS1, SS2
Vietnamese parents	PB1, PB2	PS1, PS2
Vietnamese Government Representatives	G1, G2	
Vietnamese Employers	E1, E2	

Content analysis with coding and categorisation of the data was conducted to identify each main question's main themes. Several levels of analysis were integrated. The first step was to define the units of analysis. For each main question, a table was formed to list all respondents' relevant narratives. The second step was to carry out the fundamental content analysis, which involved "counting concepts, words or occurrences" in the narratives and "reporting them in the tabular form" (Anderson & Arsenault, 1998). This analysis process also helped to identify codes and categories for the main data analysis. This search for meanings may also lead to finely detailed coding, where smaller segments or units of data were coded to capture every possible nuance. Table 5.6 is an example presenting the analysis process.

Table 5.6. Example of the interview data analysis for the pilot studies

Respondent Name Code	Questions	Keywords	Analysis
SB1	The effective TNE programmes should provide more opportunities for students to improve their soft skills, participate in social activities, clubs, study tours, and so on in order to help them get a good career in the future.	<p>(1) Effectiveness of TNE programmes</p> <p>(2) Soft skills, social activities, clubs, study tours</p> <p>(3) Employability after graduation</p>	<p>(1) link to the role of soft skills, social activities...</p> <p>Link to employability</p> <p>(2) was highlighted many times by students</p> <p>Only focus on soft skills. How about specific knowledge? Hard skills?</p> <p>(3) Employability look like an ultimate purpose?</p>

Not all respondents can straightforwardly answer all questions, so the researchers have to collect relevant information through the interview for each question. This due to the fact that respondents could provide their ideas, their experiences whenever they remember it or some information for the answer to this question might be beneficial for another one. Therefore, some codes emerged from their narratives. An example presenting the emerging codes is listed in the following table 5.7.

Table 5.7 Example of emerging codes of the respondents' perceptions of the effectiveness of TNE programmes

Question	Codes	Respondent	Frequency
The concept of "the effectiveness of TNE programmes"	Programme content	AB1, AS1, AB2, SB1, PB1...	AB1 (2), AS1 (2)...
	Long-term development	AB1, AB3...	AB (1), AB3 (1)



	Tuition Fees	SB2, SB1...	SB1 (1), SB2 (1)
	Learning Outcomes	AB1, AB2, AS1...	AB1 (2), AB2 (1)
	Learning materials & Facilities	SB2, SB1....	
	Academic staff	SB1, SB2, SB3...	

After all the questions were listed and analysed, the initial findings and emerging codes were formed in a table. Throughout the coding process, it will be critical to keep a list of codes used and a working definition for each code to ensure consistency. After coding and categorising, the researcher began to organise the identified themes to answer the research questions. The devised themes need to be part of a coherent set to arm the researchers with a well-structured analytical framework to pursue the analysis.

#### *5.6.4. Verifying the data*

By rigorously testing proposed research questions against processed data, seeking alternative explanations and attempting to reason why negative cases, those that do not support the researcher's original explanations, occur, they can develop valid and credible conclusions. In other words, the validity/credibility of this study's findings need to be verified by their ability to withstand alternative explanations and the nature of negative cases (Brinkmann & Kvale, 2015). For example, when analysing the relationship between cultural differences and the effectiveness of TNE programmes, a negative case happened when students and parents provided a different opinion to other groups. Therefore, the researcher tried to explain the difference of opinions between these two groups and the others. This content will be presented in more detail in chapters 6 and 7. These explanations will help refine the researcher's explanations and direct the case selection to collect and analyse data in future research.

#### *5.6.5. Representing the data*

Finally, the last step of qualitative data analysis in this study is to represent the data in the most accessible way. It is suggested that the analysed data in the order of the research questions, the relationship among main codes, categories, and themes were presented in the diagrams to support the elaboration of research findings in the following result chapters. Also, some excerpts of participants' responses to the questions were presented in tables to support this research's findings.

### **5.7. Ethical consideration**

The essential ethical considerations of qualitative interview method are discussed throughout the thesis. However, the summary is presented in the following discussion.

The first ethical consideration addressed in this research is the access and acceptance to the research field (Cohen et al., 2007). “The initial stage of research project that of access to the institution or organization where the research to be conducted, and acceptance by those whose permission one needs before embarking the task” (Cohen et al., 2000, p.53). Furthermore, “access to personal records”, both as a primary or secondary source of data, must be approached both ethically and legally (Anderson & Arsenault, 1998, p.21). In this research, 24 people including academic managers, teachers, administrator, administrative staffs, students, parents, governments and employers who had experiences in TNE programmes were interviewed. Therefore, a proposed research was prepared to meet the approved ethical standards and an application was submitted to Aston University Ethical Review Committee. This process involves submission of the detailed study plan along with a sample of the questions to be administered to the interviewees. The information of the process of interviews was applied as well.

The second ethical issue is informed consent from participants (Cohen et al., 2007; Boynton, 2005). In this study, before starting qualitative interviews, it is obligatory to explain to participants the aims of this study. The purposes of the research are to investigate a model consisting of factors affecting the effectiveness of TNE programmes and then, provide several suggestions for designing a better TNE programmes for Vietnam student within a UK context. Furthermore, a consent form (see appendix 5-6) including research title, purposes of the research, benefits, participants' rights and statement of

confirmation was provided to participants (Boynton, 2005). In case participants feel annoyed or inconvenient, they reserve their right to withdraw at any time (Milgram, 2004).

The third ethical consideration is reducing potential tension, such as being flexible to the participants' schedule and personal preferences like the interview locations, choice of languages (Cohen et al., 2007). It is necessary to satisfy participants' requirements, such as places and time for the interviews. There is a need to find the best alternatives if those requirements cannot be met. For example, if the research and the interviewee cannot carry out the face-to-face interview, as the required place is too far and costly to reach, a Skype interview will be suggested. For Vietnam interviewees, as their preference, the interview can be done in English or Vietnamese.

The last issue should be considered is the privacy of the participants, such as anonymity, confidentiality and data security (Cohen et al., 2007; Anderson & Anderson, 1998; Creswell & Clark, 2007). During the interviews, some sensitive topics were covered. Students, for example, shared some stories related to their misunderstanding, their disappointment of the teaching quality, programmes' contents or evaluation process, and so on. Teachers, for instance, expressed their sadness stemmed from the support of HEIs/ universities, students' motivation or students learning styles and so on. The researcher, therefore, had to respect the interviewee individual privacy. The responses from the respondents were recorded in an audio tape to ensure sufficient accuracy and notes were taken during the interview sessions.

"It is the duty of researcher to protect the identity of individuals, there is a distinction between one's public role and private life" (Anderson & Arsenault, 1998, p.21). Keeping the participants as anonymous as possible, using the promise of confidential (Anderson & Anderson, 1998; Cohen et al., 2000). Therefore, the participants' anonymity was guaranteed to safeguard. Besides, their identity, ethnicity and their university's identity was concealed as well. This was achieved by using a system of mixed number coding or code numbers (Creswell & Clark, 2007).

## **5.8. Limitations of research methodology**

The quality of a research design depends on “...*the degree to which the investigator has used the most appropriate procedures for answering the research question(s) and implemented them effectively*” (Tashakkori & Teddlie, 1998, p.309).

Firstly, face-to-face interviewing was more likely to be conducted in this study than Skype interviewing. This is due to the fact that face-to-face interviews encourage the interaction between the researcher and the informants. Moreover, this approach allows the respondents to live in a real environment thereby facilitating richer and more valid data (Ryan & Bernard, 2000). Data for this thesis was collected in the UK and Vietnam, however, it was difficult to use all face-to-face interviews owing to time and cost constraint. Therefore, some of the interviews via Skype was carried out instead. Even so, the attempt to build a relationship by using a tone and speech that convey warmth, graciousness and gratitude for their participation was made. It is believed that there were no perceived differences in the quality of data between interviews conducted via Skype and those conducted face-to-face.

Secondly, the adoption of a qualitative approach may reflect subjective or emotional bias of participants (Corbin & Strauss, 2008; Cohen et al., 2007). According to Corbin and Strauss (2008), “research participants often use metaphors and similes to describe events and convey emotions” (p.84). This was likely to happen in this study. For instance, the addition of pauses, laughter and body language conduct to a transcript invites a different interpretation of an exchange between interviewer and interviewee. Therefore, the attempt to take notes on body language, tone of voice, or any other clues as to the meaning of the interviewee was made. This was all be lost on an audio recording and gave important insight into the meaning of the interviewee.

## **5.9. Chapter summary**

Chapter five has given an account of and the reasons for the use of social constructivism as the relevant research paradigm, qualitative approach as the appropriate research methodology, case studies and semi-structured interviews as the suitable methods of data collection.

Social constructivism is a theoretical orientation based on the idea that knowledge is a human product. Hence, this approach helps people cross limitations in thinking and perceiving. Furthermore, this beneficial paradigm supports researchers to become more open-minded because they realise that when they change their minds and attitudes, then their thoughts, emotions, and perceptions of reality also change. Accordingly, the chapter recommended the qualitative method as appropriate for this study because the emphasis of this approach is the generation of theories. It can be argued that this thesis will contribute significantly to the theoretical understanding of TNE programmes by exploring a new model including factors affecting the success of TNE programmes.

Furthermore, the research design comprising the pilot study and the main study is introduced. In the pilot study, in order to detect the flaws and ambiguous items in the questions, one person from each group of TNE stakeholders were interviewed. After amending the interview questions, the main study was conducted. 24 respondents including two academic managers, two administrators, two teachers, two students and two parents from two case studies as well as two government representatives and two employers who are relating to TNE programmes were invited to participate in the main study. Face-to-face interviews and Skype interviews were used in this research with the emphasis was paid on the face-to-face approach. Finally, besides the ethical issues, the chapter reviews the limitations of research methodology and how they were resolved.

## Chapter 6: Research Findings

This chapter details the findings of this research that are communicated in two sections. The first part presents the findings revealed by the pilot study. The purpose of the pilot study was to trial the draft interview questions and obtain feedback and suggestions from the respondents for its improvement, and to gain background information that would promote a better understanding of the factors affecting the effectiveness of transnational education from the UK to Vietnam. The second section explains how the main body of data was collected and analysed with the focus on the participants' understanding and expectation of the effectiveness of TNE programmes as well as their opinions on the relationships between TNE curricula, student learning styles, student involvement, cultural differences, and effectiveness of TNE programmes.

### 6.1. Pilot studies

A pilot study was performed to develop and test the interview questions for this study. One person in each group of TNE stakeholders was invited to participate in the pilot interviews. They included one UK academic manager, one UK administrator, one UK teacher, one Vietnamese student, one Vietnamese parent, one Vietnamese government representative, and one Vietnam employer. The UK academic manager who had more than fifteen years of experience in TNE was responsible for these programmes in a famous UK university. The UK administrator, who came from the same university as the academic manager above, also had a lot of experience in TNE from the UK to many other countries like China and Oman. The UK teacher was in charge of several modules of accounting and finance programmes in both the UK institution and the Vietnam campus. One Vietnamese student was studying an undergraduate training programme of business administration in University B. At the time of the interview, she had just begun the first semester of her final year in Vietnam. The Vietnamese parent was the father of a third-year student of University B. The Vietnamese officer of International Education Development (VIED), Ministry of Education and Training was in charge of monitoring activities and assessing foreign HEIs and one Vietnamese employer who had recruited many students from TNE programmes were invited to join the pilot study.

These interviewees were recruited through the researcher's personal contacts with the staff involved in these TNE programmes and they participated voluntarily. The interviews followed a semi-structured design and the sequence of the questions is illustrated in Figure 5.1. As a semi-structured interview, the sequence of the questions was flexible, depending on interviewees' responses. Furthermore, having many different groups of TNE stakeholders participating in this study led to the need for minor differences in lists of interview questions. These differences resulted from different backgrounds, duties, and responsibilities of participants in TNE programmes. For example, the UK academic manager, the UK administrator, and the UK teacher were asked about their duties and responsibilities in TNE programmes, whereas this question was not suitable for the rest of the respondents.

Nevertheless, the general process of the interviews was the same, following Robson's (2011) suggestion. Firstly, the researcher greeted the interviewees, introduced herself and explained the purpose of the study. Participants were informed of their rights, such as they could withdraw from the study at any time, and information would be anonymous and confidential. The introduction aimed to build rapport between the interviewer and interviewees.

Secondly, the researcher moved the participants from the introductory session to a warm-up one and started with several questions about interviewees' backgrounds. Thirdly, after allowing the participants to introduce themselves, the researcher moved the interviewees into the focus of the discussion. There were five blocks of interview questions, which asked about respondents' perceptions of the effectiveness of TNE programmes, TNE programmes content/ curriculum, student learning styles, student involvement (engagement), and cultural differences.

The researcher subsequently finished the interviews with the final questions asking about any other ideas of participants regarding how to design effective TNE programmes in Vietnam within the UK education context. Finally, the researcher thanked interviewees for their participation and asked for feedback after switching off the recorder.

Table 6.1 Interview questions used in the pilot study.

Warm up session	<p>1. Participants' experiences in TNE.</p> <p>2. Participants' duties and responsibilities in TNE programmes (for UK academic managers, UK/Vietnamese administrators, UK teachers).</p> <p>3. Participants' reasons for choosing a TNE programme (for Vietnamese students).</p> <p>4. Participants' reasons for suggesting your child study a TNE programme (for Vietnamese parents).</p> <p>5. Participant's opinions on the differences between the TNE programme that the participant is managing/ working/ studying and other education programmes providing by the local (Vietnam) universities/ HEIs.</p>
<b>The effectiveness of TNE programmes</b>	<p>6. Participants' perceptions on the effectiveness of TNE programmes.</p>
<b>TNE programme content/ curriculum</b>	<p>7. Participants' comments on which aspects should be focused when designing a TNE programme content.</p> <p>8. Participants' opinions on the idea that a TNE programme should provide more learning opportunities for students/ should set high expectations and requirements for students.</p>



	9. Participants' perceptions of the effects of TNE programme content on the effectiveness of TNE programmes
<b>Student learning styles</b>	<p>10. Participants' understanding of differences in learning styles between Vietnamese and UK students.</p> <p>11. Participants' opinions on the effects of these differences on the effectiveness of TNE programmes.</p> <p>12. Participants' perceptions of the effects of student learning style on the effectiveness of TNE programmes</p>
<b>Student engagement (involvement)</b>	<p>13. Participants' understanding of differences in student engagement between Vietnamese and UK students.</p> <p>14. Participants' opinions on the effects of these differences on the effectiveness of TNE programmes.</p> <p>15. Participants' comments on the roles of physical engagement, emotional engagement and cognitive engagement.</p>
<b>Cultural differences</b>	<p>16. Participants' understanding of differences in cultural differences between Vietnamese and UK students.</p> <p>17. Participants' opinions on the effects of these differences on the effectiveness of TNE programmes.</p> <p>18. Participants' comments on the effects of cultural differences on the relationship between student learning styles and the effectiveness of TNE programmes.</p>

	19. Participants' comments on the effects of cultural differences on the relationship between student involvement (engagement) and the effectiveness of TNE programmes.
Wrap up session	20. Participants' any other ideas regarding how to design effective TNE programmes in Vietnam within the UK education context

Each interview lasted between 50 to 60 minutes without a third party observing the process. The interviews with the UK academic manager, the UK administrator, and the UK teacher were conducted in English and other interviews with Vietnamese respondents were carried out in Vietnamese as they desired, as it was important to ensure that interviewees could freely and comfortably express themselves. A tape recorder was used and notes sometimes were taken during the interviews as well to help the researcher follow and control the conversation easily.

As the interviewees only met the researcher for the first time at the interview, a couple of them showed a certain level of nervousness and reluctance to talk. This problem seemed simple to overcome in the conversations with the UK academic manager, the UK teacher, the UK administrator, the Vietnamese government representative, and the Vietnamese employer because they had more experiences in interviews, whilst it became more serious in the discussions with the Vietnamese student and the Vietnamese parent. Therefore, in the main study, the researcher decided to should spend more time on building rapport with these groups of respondents to help the conversation flow naturally (Vallano & Compo, 2011).

After the pilot interviews, the data were analysed in order further to refine the interview questions. All the interviews were transcribed in the original language. Translating transcripts were not made in order potentially to reduce the loss of meaning (van Nes et al., 2010). This was due to the fact that some translation challenges might happen when analysing the content in a language not the original

one, such as the lack of English equivalence for certain Vietnamese words, or meaning is really up to context, and often framed by the culture of the language involved (van Nes et al., 2010). Therefore, for Vietnamese transcripts, the researcher tried to stay in the original language as long and as much as possible.

Most of the interviewees were a little vague about several terms used in the questions such as "TNE", "student engagement", and "student learning style". Regarding the term "TNE", for example, the majority of the participants had heard about TNE, however, not all of them could define it. The UK academic manager was the only person who could provide exactly a definition of TNE, whereas other interviewees were very unclear about it. They usually misunderstood that the education programmes provided by the cooperation between a foreign HEI and a local university, including 3+1 (three years' studies in Vietnam and a final year in the UK) and 2+2 (two years' studies in Vietnam and two years in the UK), are TNE programmes but these are not. In other words, they did not pay attention to the place where TNE learners reside having to be different from the one where the awarding institution is based. Besides, the Vietnamese parent might have a lot of information regarding her child's education programme, but she did not recognise it was a TNE programme.

Similarly, the term "student engagement" was quite new to the Vietnamese parent and the Vietnamese government representative. Hence, the explanation for these terms was crucial for all respondents before asking any questions to keep them interested, really ponder upon the questions and provide straight answers. Before asking for more details about student engagement, for example, the researcher added some clarifications such as "I would like to introduce a new topic that is student involvement (engagement). This refers to the quantity and quality of the physical and psychological efforts that students invest in the college experience. This means that students will engage with their schools if they are willing to invest emotional, physical and cognitive resources in the performance of their roles". By setting up this context, the researcher found that the respondents felt less nervous by the question and had a sense of providing answers regarding three types of student engagement, including physical, emotional, and cognitive engagement.

Based on the pilot study, it is important to realise that offering a context before each question is necessary (Boyce & Neale, 2006; van Nes et al., 2010). Cultural differences between Vietnamese and UK students, for instance, do not seem a difficult topic. However, the researcher was awkward when asking this question in the pilot interviews. This was due to the fact that culture is a big issue, the respondents could easily be rambling in their answers. Therefore, it would be useful to suggest several criteria for future participants like "cultural differences in relationships with other people, relationships of people with the passage of time as well as their natural environment". In this way, the interviewees would be able to address the cultural differences in a more meaningful sense.

Another difficulty for the researcher was that not all of the respondents had had enough specific knowledge and experiences with respect to UK education programmes and UK students to make direct comparisons between the UK's and Vietnam's in these aspects. When the Vietnamese student, the Vietnamese parent, the Vietnamese government representative, and the Vietnamese employer were asked about the differences in learning styles/ student engagement/ cultural differences between Vietnamese and UK students, for instance, they felt awkward because they had never studied or worked with UK students, or had not had any information about UK education programmes. Therefore, in the main study, all respondents were asked to compare the UK and Vietnamese students in some aspects. However, if any participants cannot have enough information to make the direct comparison and the researcher could not find other interviewees to replace them, they might provide comparisons between international students and Vietnamese ones.

## **6.2. The main study**

After conducting the pilot study, the main study was carried out. As mentioned in chapter methodology, there were two case studies in this research, consisting of University B and University S. Therefore, in each case study, two people in following groups of TNE stakeholders, including UK academic manager, UK/Vietnamese administrator, UK teachers, Vietnamese students, Vietnamese parents, were invited to participate in the main study. Furthermore, two Vietnamese government representatives and two Vietnamese employers, who have knowledge and experiences in TNE

programmes were invited to join the main interviews. To conclude, there were 24 participants in the main study.

Table 6.2: List of participants' codes

Participants	Code	
	University B	University S
UK academic manager	AB1, AB2	AS1, AS2
UK/Vietnamese administrators	AB3, AB4	AS3, AS4
UK teachers	TB1, TB2	TS1, TS2
Vietnamese students	SB1, SB2	SS1, SS2
Vietnamese parents	PB1, PB2	PS1, PS2
Vietnamese Government Representatives	G1, G2	
Vietnamese Employers	E1, E2	

Similar to the pilot study, these interviewees were recruited through the researcher's personal contacts and the general process of the interviews consisted of an introductory session, a warm-up one, a main discussion with five blocks of interview questions and a wrap-up session that relates to other ideas and has regarding how to design effective TNE programmes in Vietnam.

The next paragraphs present ideas implemented in the five blocks of interview questions.

#### ***6.2.1. The differences between TNE programmes and Vietnamese undergraduate programmes.***

The first main question aimed to clarify the differences between TNE programmes and Vietnamese undergraduate programmes. It addresses the distinctions in several areas, such as undergraduate certificates, TNE programme contents, teaching strategies, English requirements, quality assurances, learning materials, teaching staff, and administrative staff.

Firstly, regarding the differences in undergraduate qualifications, all of the respondents agreed that the UK undergraduate qualification is a great strength of TNE programmes. Although there was

uncertainty in the answers of Vietnamese students and parents, as they often used the word “maybe”, the majority of them understood that TNE programmes are delivered by the host university and UK partners to provide UK undergraduate certificate. Especially, most of them believed that a UK undergraduate qualification is more valuable and advantageous than a domestic one. For example, Academic manager AB1, AB2, Teacher TB1, TB2 and Government representative G1 emphasised that UK qualifications are beneficial for students in travelling internationally, working for international companies, and doing degrees elsewhere in the world. Academic manager AS2 kept mentioning three times the value of UK qualifications:

*“UK qualifications work like an entrance ticket for Vietnamese students, opening up not only job opportunities but also admission to higher levels of education”.*

It is surprising that all of Vietnamese parents and students tend to focus only on how to achieve foreign qualifications, rather than how to use them to boost the students’ career prospect in the future. For instance, Parent PB1, PS2 stated that TNE programmes is superior to Vietnamese undergraduate ones since students graduate with UK undergraduate qualifications would “definitely” have decent jobs. Whilst Student SB1, SS1, SS2 insisted that UK qualifications is one of the main reasons why they chose to study TNE programmes. Student SB2 also confirmed this notion in his/her answer.

*“The UK qualification is the reason why I study at Univerisity B not Vietnam state Universities”.*

In this statement, the UK qualification is stressed as the one and only reason of choosing to study between University B and Vietnam universities. Therefore, it can be seen that for UK qualifications there is a considerable difference between TNE programmes and Vietnamese undergraduate ones. However, the perception of the nature of this difference varies from different participants. Vietnamese students and parents truly believed that UK qualifications were “definitely” superior to Vietnamese degrees, whereas the other interviewees were able to name those advantages.

In regard to the differences in the TNE programme content, the phrase “employability” was mentioned many times in the answers of all academic managers and students of both universities. They argued

that increasing employability for graduates is the ultimate goal of the programme. They are also quite happy with the concentration of TNE programmes on employability compared to Vietnamese undergraduate ones. Besides, Academic manager AB1, Administrator AS3, AS4, Teacher TS2, TB1, Government representative G1, Employer E1, E2, Parent PS1, PS2, PB1, and all students interviewed from both universities emphasised that TNE programmes allow students to have opportunities to participate in social activities, conferences, seminars, and soft skill courses. This opinion was formed not only in this question but also the next. One fact observed by the researcher was that over 50% of interviewees, including all of the students, were satisfied and highly rated the practicability of TNE programmes. Student SS2 said:

*“One thing I am very pleased with the programme is I do not have to spend time on studying unnecessary subjects like Philosophy as they do not offer any benefits for my future career. Instead, I can spend that time on learning practical courses like IT or communication skills...”*

Furthermore, all of administrators and teachers of University B and University S mentioned that there is a wide variety of assessment tasks in TNE programmes, such as exams, essays, group work, oral presentations, case studies, and field work. This is quite different from state undergraduate programmes in which the major goal of students is passing exams. This difference creates the interest for students in assessment as well as helps them to improve soft skills like oral presentation, team work, and so on.

Another characteristic of TNE programmes stressed by Academic manager AS1, AB1, Administrator AS3, AS4, Teacher TS2, Students SS2, SS1, SB1, Parent PB1, PB2, PS1, and Employer E2 was TNE curriculums are designed in English by UK teachers/ academic managers, which fits within the UK higher education framework. For a long-standing and advanced education system like the UK one, most of Vietnam parents and students strongly believed that TNE programmes are built to meet the UK educational standard that is said to be higher than that of Vietnam. Besides, some of academic managers and teachers, pointed out that pursuing a programme which fit in UK higher education framework would help Vietnamese students to obtain more opportunities to get admission of higher

levels of education in future. Academic manager AS2 shared:

*“The curriculum at University B is designed based on the high standard of UK higher education framework, that is to say, students would study subjects that are carefully selected and standardised. As a result, after graduation, students can easily pursue master or PhD programmes in developed countries”.*

However, in reality, English is a significant barrier in TNE programmes; this is thoroughly analysed in following paragraphs. Therefore, according to most of interviewees, offering English classes for students to break down the language barrier is a necessity for TNE programmes.

Regarding differences in teaching strategies, the majority of academic managers, teachers, and administrators shared a great deal of information while Vietnamese students and parents did not mention much. In fact, the method of teaching in TNE programmes is very student-centric, that is focusing on students through presentations, working as groups, etc. This is different from that used in Vietnam universities – where teachers play a vital role. In other words, for TNE programmes, students are the centre of the class who undertake most activities with the support of the teachers. Once again, activities like presentations and group work were discussed as a characteristic of TNE programmes. These activities are needed, claimed Academic manager AB2:

*“Teaching methods are important because they change learning styles of Vietnamese students to adapt to UK curriculum”*

Or mentioned by Teacher TS2:

*“Teaching methods encourage students' self-study and self-research as well as develop their English and writing skills”.*

It is interesting to note that “learning styles” kept being discussed in these statements. This showed the relationship between teaching methods and student learning styles, and emphasised the purpose of using different teaching methods is to affect student learning styles in different ways.



Next is differences in English requirements. As mentioned above, all of TNE programmes are taught in English, so setting down English requirements is necessary. At both University B and University S, English requirements are IELTS 4.5 at the beginning and 6.0 at the end of year one. Most of students can meet this English entrance requirement but in fact “English is a barrier for most Vietnamese students”, according to Student SB2, SU1, SU2. Therefore, Academic manager AB1, AU1 and all of teachers insisted that “providing English classes is a must”. It is interesting that although English is a challenge for most Vietnamese students, noone suggested using Vietnamese instead of English in TNE programmes. This is due to the fact that all of Vietnamese students in this research believed that studying in English creates a new and exciting environment, whereas Employer E2, Government representative G1, Teacher TS2 and Parent PB1 thought that studying in English would provide more opportunities for studying abroad and working internationally.

When discussing differences between TNE programmes and Vietnamese programmes, not many respondents paid attention to quality assurance. Only academic manager AS1, AS2, AB2 and government representative G1, G2 stated that TNE programmes must fit in UK higher education framework and have to be internationally quality controlled or Vietnamese counterparts authorised by relevant international education institutions. This proves that quality assurance is not a topic students and parents paying attention to, instead it is the responsibility of high-rank managers.

Another difference between TNE programmes and Vietnamese undergraduate ones is learning materials. One of the merits of TNE programmes, confirmed by most of respondents, is students can use learning materials and access the online libraries of home universities. This creates a big difference between TNE programmes and Vietnamese undergraduate ones as, according to student SB1, SU1, and SU2, learning materials of state universities in Vietnam are poor. When asked about this topic, academic managers and teachers of both universities were very proud of the facilities of the schools.

Last but not least, the differences in teaching staff and administrative staff is a big concern of all students and parents in this research. They believed that working with a diverse foreign teaching staff

provides more opportunities for students to improve their English, experiences, confidence, and engagement. Student SB2 confessed that:

*“I am inclined to study with foreign teachers instead of Vietnamese ones because they speak better English, and they work more openly. This makes students more comfortable with”.*

Student SS1 was interest in teaching staff and administrative staff of University S.

*“Most of the foreign teachers, academic managers, and administrative staff are young, so they are open-minded and friendly”*

Although the cost of studying with foreign teachers is expensive, parents were still satisfied with that.

#### **6.2.2. The effectiveness of TNE programmes.**

When asked what the effectiveness of TNE programmes is, respondents provided different criteria. For example, the effective TNE programmes should focus on improving TNE programme content, managing programme outcomes, boosting the employability of students after graduation, having long-term development, improving learning resources and facilities, possessing high-quality teaching staff, academic managers, and administrative staff or reducing tuition fee.

Most of the interviewees agreed that in order to build up effective TNE programmes, programme content is a crucial factor which needed attention; however, the answers of how to manage and develop programme content vary across respondents.

From the managers' perspective, Academic manager AB1, AB2, AS1 believed that TNE programmes delivered to Vietnam (host country) must be the same manner of programmes provided UK universities (home country). That is to say, no matter where students attend TNE programmes: in the UK or Vietnam, or other countries, the programme contents have to be equivalent. Academic manager AS1 took on this issue:

*“Meeting this criterion is more difficult than it seems because it requires much investment in terms of*

*facilities, equipment, and human resources”.*

From the perspective of students, parents, and employers, the majority of them pointed out effective TNE programmes should focus on developing soft skills like teamwork, creative thinking, and communication, and social activities like music clubs, volunteering projects, and sports. Over and over again, phrases like “soft skills” and “social activities” are repeated. The students are especially interested in soft skills classes and social activities; this is because these classes bring fun and a comfortable environment without study pressure, but these skills will also benefit them in the long run of their future career. All of the parents were glad when their child take part in these activities since they realised there were positive changes in their child's behaviour. Parent PS2 was very excited when discussing this aspect:

*“When my child was in high school, he usually just came back home after school, but now he seems to be more energetic as he attends a number of social activities with his classmates. I am very happy when seeing my child is very excited with oral presentations or having internships at resorts or foreign companies”.*

Besides, Employer E2 also stated that “TNE programmes should be up-to-date and encourage students to self-study”. This comes from the fact that Vietnamese students are quite negative and their self-study ability is not strong because they receive too much care from their parents, and teachers. Therefore, they would find it difficult to survive in a working environment with high pressure or to pursue higher levels of education abroad.

It is not hard to observe that, from academic managers, administrators, and teachers to students, parents, government representatives, and employers, all of them pay attention to the employability of students after graduation. Most of the participants agreed that students must be successful from the perspective of employment after graduation. As discussed above, students, parents, and employers only concentrated on increasing skill classes in order to improve the employability of students, said by Employer E2:

*“One reality is graduates from TNE programmes adapt more quickly to the working environment than those graduated from Vietnam programmes. This is understandable as, in TNE programmes, students have internships even in their first year and they also attend more soft skill classes. As a result, companies do not have to spend much time to re-instruct them”.*

On the other hand, Government representative G1, Academic manager AB1, AB2, and AS2, and Teacher TS1, TB1, and TB2 shared a more broad and balanced point of view. They strongly believe that developing skills like leadership, management skills, and professional skills is essential but specific knowledge (speciality knowledge) and English are just as crucial as the former.

Another interesting observation is only academic managers of University B think that an effective programme is one that is sustainable with a lot experience through time. From an investor's point of view, academic managers AB1, AB2 thought that developing TNE programmes in a country needed a long-term strategy and it cannot be assessed merely by short-term financial measures. This means during the beginning of investment, a financial loss may occur. However, if the investors divested due to this reason, there would be no success for any TNE programmes.

Now more on financial aspects, but from students' perspective, Student SU1, SU2 believed that tuition fees of TNE programmes should be sustainable and competitive. In fact, there are gaps regarding economic growth in different regions of Vietnam. Specifically, national income per head of the Central region is lower than that of the Northern and Southern region. As a result, TNE providers, in order to expand in the Central region, need to lower the tuition fees, make it more competitive than their rivals in the Northern and Southern region.

Another opinion which has been supported by a number of respondents is effective TNE programmes should focus on programme outcomes of TNE programmes. According to Academic manager AS1 and AB1, learning outcomes of students measure their improvement and values for the society. On the contrary to the viewpoint of students and parents that the contents should be focused only on developing soft skills or social activities, all of the academic managers, teachers, government representatives, and Employer E1 claimed that learning outcomes should focus on not only soft skills,

but also specialised knowledge, hard skills, and international working ability. Therefore, both University B and University S regularly offer study tours in many countries as well as internships in foreign companies in order to prepare their students to take on working and learning opportunities abroad in the future.

There is a similar conclusion that is drawn above, and both of these prove that students and parents do not have a complete viewpoint compared to other groups of participants. Especially, when parents discussed related issues, they did not show any specific objectives such as what skills or subjects their children need to develop or master; they only stated that they expect their children to show improvement.

Another concern shared by some teachers and students of University S, including SS1, TS1, and TS2 is that effective TNE programmes should provide up-to-date learning materials and facilities. This is also one of the differences between TNE programmes and Vietnamese undergraduate ones that some students mentioned before. Teachers TB1 and TB2 believed that, along with regularly updating learning materials, libraries need to have more new books and journals in order to sufficiently provide students for research purpose. In fact, facilities and equipment of University B are relatively better those of University S and this explains why this concern is mentioned by teachers and students of University S only.

The last notion suggested by many interviewees is TNE programmes should possess high-quality teaching staff, academic managers, and administrative staff. Student SB3 and SB1 stated that academic managers and administrative staff should be open-minded and friendly. Furthermore, according to Academic manager AB1, AB2, Administrator AB3, AS3, and all students and parents, teachers should be foreigners who have many teaching experiences. The priority of selecting foreign teachers over Vietnamese ones were pointed out by students and parents the second time in this study. From the perspective of managers of the TNE programmes in the UK context, academic managers and administrators believed that foreign teachers, especially UK teachers, are the most knowledgeable and inspirational in terms of conveying lifestyle and culture of the UK via the learning contents.

Meanwhile, from the perspective of students and parents, as discussed above, they would like to study and work with foreign teachers to improve their English as well as to learn the working style that is more open and professional.

### ***6.2.3. The relationship between the effectiveness of TNE programmes and TNE curriculum***

This research not only analyses what the effectiveness of TNE programmes is but also investigates the relationships between the effectiveness of TNE programmes and four factors including TNE's curriculum, student learning styles, student engagement, and cultural differences. This section focuses on the relationship between the effectiveness of TNE programmes and TNE curriculum.

#### ***6.2.3.1. The important aspects when designing TNE curricula.***

Before analysing the relationship between these two factors, there is a question for all of the respondents that is “Which aspects should be focused on when designing a TNE curriculum?”. This question plays a role as a connection to help interviewees easily and smoothly approach a new topic, particularly here TNE curricula. By doing so, the researcher would be able to understand more the perception of the respondents on the TNE curricula.

There are four aspects stressed by interviewees due to their importance when designing TNE curricula, including learning outcomes, the list of subjects, the content of each subject, and teaching strategies. Firstly, in regard to learning outcomes, the majority of academic managers and teachers from both universities pointed out that a different TNE programme needs a different TNE curriculum with different learning outcomes depending on what the programme's priority is. Basically, most of TNE programmes in this research share some similar learning outcomes such as TNE is a holistic education programme that not only improves students from an academic perspective but also develops students' graduate capabilities based on employable skillsets and responsible citizenship. Furthermore, English plays a vital role in students' learning and working. Like the statement from Academic manager AB2:

*“One of the learning outcomes of TNE programmes from University B is to graduate with English fluency, and they [the students] will thank our [the university] immersive English environment”.*

However, as mentioned above, each different TNE programme would lead to different learning outcomes. For example, students of international business management programmes should gain knowledge of international business and show an ability to communicate and succeed in a global market environment, whereas students of marketing management programmes should acquire skills and knowledge to start a career in the following areas: sales, advertising, public relations, brand management, retailing, and general management.

Different learning outcomes result in differences in subjects of those different curricula. For example, international business programmes would include specialised subjects such as international culture and communications, global business directions, etc. Meanwhile, students of marketing management programmes would be able to immerse in specialised topics like direct marketing communications, new media marketing, services, relationship marketing, and so on.

Different learning outcomes also result from different social needs, according to Academic manager AS1, AB1, Administrator AS4, AB3, AB4, Teacher TB1, TS1, Employer E1, E2, and Government Representative G1. In other words, choosing a subject within any curricula heavily relies on the demand of society. For example, University S is located at the Central of Vietnam where Danang Port is a major port nearby. Therefore, in order to meet the need of human resources of Danang Port, some subjects of international business programmes are thoroughly developed such as international supply chain management and strategic management in organisations. Especially, visits or internships at Danang Port are always welcomed by students, parents and employers.

One of the bases when designing TNE curricula is social needs, according to TS1 and TS2 's point of view, subjects have to be monitored and updated frequently. This stems from the fact that social needs always change. For instance, ten years ago, terms like audit and accounting were unfamiliar to Vietnamese financial markets; as a result, audit and accounting departments were not very developed in most universities. However, recently, along with globalisation and economic growth, audit and accounting programmes are ones chosen and attended by a great number of students.

Relating to the influence of social needs on designing TNE curricula, Academic managers AB2, AS1 mentioned that the importance of contextualisation should be recognised. Academic managers AB1, AB2, and AS1, when asked what the effectiveness of TNE programmes, claimed that TNE's curriculum should be the same or equivalent with the ones in the home institution. Nevertheless, it does not mean TNE programmes in Vietnam have to copy exactly the same subjects in UK undergraduate's programmes. This is why some subjects like UK Law should be replaced by Vietnamese Law in TNE programmes in Vietnam.

In reference to the content of each subject, it is easy to name the difference in viewpoints between students and other groups of TNE stakeholders. On the one hand, most of the students stated that, in each subject, teachers should arrange more visiting tours and short-term internships at companies in order to help students be more practical. For Student SB1, SS1 and SS2, researching and attending classes do not provide much effectiveness compared to immersing in a working environment. Although paying a hefty tuition fee for out-of-class activities, the students strongly believed that is worth spending and interest. On the other hand, the rest of the respondents pointed out that subjects should be designed in a well-balanced manner between theory and practice. The discussion of Teacher TS2 and Employer E2 would help us to have a better understanding of this concern.

Teacher TS2 emphasised that:

*“Students always want to get involved in active and new activities so it is understandable why they do not want to sit in the class to learn theories. However, they are unable to realise that theories are fundamentals for all activities they will do in the future”.*

Or shared by Employer E2:

*“In reality, there are problems occurring that need us to read back the theories or research new ones in order to understand the nature of those problems and completely resolve them. Therefore, creating theories that can be used as a base and a guide for practical activities is necessary”.*

The last aspect discussed when designing TNE curricula is teaching strategies. The reason is shown by



Academic managers AB1, AS1, all of the teachers of both universities, and Government

Representative G1 is that there is a need for consistency and co-support between TNE's curriculum and teaching strategies. As mentioned above in the section about the differences between TNE programmes and Vietnam undergraduate programmes, the method of teaching TNE programmes is very student-centric. Therefore, in lecture notes, teachers should add more activities that require students to apply critical analysis rather than simply absorbing information. However, this change needs to be carried out with caution as changing a learning habit or style is not an easy task.

Vietnamese students get used to passive learning; in addition, Vietnamese people seem to be shy and cautious. As a result, it is thought that teachers should tackle that psychological barrier to make the students more active and confident. If this sensible concern were not resolved, forcing students to have critical analysis would be pressure and ineffective.

#### *6.2.3.2. The relationship between the effectiveness of TNE programmes and TNE's curriculum.*

When asked what the relationship between the effectiveness of TNE programmes and TNE curricula, it is quite surprising that all of the respondents believed that there is a relationship between these two factors. Reasons are diverse but can be grouped into two main categories that include relating to students' employability and students' needs and expectations.

Firstly, let us discuss the group concerning student's employability. As shown in section 6.2.2, all of the interviewees agree that effective TNE programmes should improve students' employability after graduation. A fact shared by Academic manager AS1, AB2, Administrator AB3, AS4, all of Teachers and Employers is the growth of students' employability largely depends on TNE curricula. Modern, proper curricula arm students with a sufficient background that follows the development of the market.

Although the other respondents did not mention students' employability as crucial connections between the effectiveness of TNE programmes and TNE curricula in this question, they at least once discussed it during the interview. For example, most of students and parents stressed that soft skill courses, conferences, seminars, and social activities play a vital role in assisting students to obtain more opportunities to work internationally. Removing subjects like Philosophy and replacing them by

ones like Business start-ups and Specialised English are totally supported by students as they believe the subjects are practical and will benefit their career in the future.

In addition, all of administrators and teachers stated that the diversity of assessment tasks not only interests students in studying but also improves the development of skills needed for their future jobs such as presentation skills or team-working ones. Moreover, most of the respondents agreed with the fact that the contents taught in English remain an obstacle for a number of Vietnamese students because of the language barrier. This comes from the fact that attending an undergraduate programme 100% taught in English ensures the qualification will gain more privilege, hence, in turn, students will be able to adapt globalised working environments more easily.

Therefore, the majority of the interviewees believed that a good TNE curriculum will improve students' employability after graduation. Whereas, the higher rate of students' employability after graduation, the more effective TNE's programmes are. Hence, it is said that there is a relationship between a TNE curriculum and the effectiveness of TNE programmes in terms of students' employability after graduation.

Secondly, shared by Student SS1, SS2, and SB1 and Parent PB1 and PS1, there is the relationship between TNE's curriculum and the effectiveness of TNE programmes are impacted by students' needs and expectations. It is observed that the viewpoints of both students and parents on their roles in the education process have changed. Vietnam was in the feudal regime for a very long period of time and as a result, believed in the social norm consists of three main pillars of each person that are the king, the teacher and the father. In fact, the teacher's impact is greater than that of the father and just second behind the person leading the whole nation. Therefore, the gap between teachers and learners was huge; students always showed great respect to and silently followed all of the advice and lessons of teachers without making any challenges or questioning. Furthermore, the Vietnamese government has kept the subsidy policy for the education system. One benefit of this is to make sure that many Vietnamese citizens can access higher education with reasonably low tuition fees. Based on the researcher's personal experience, however, this system has a flaw, which is students seem to assume

that they do not have a right to ask for a high quality of education. Similarly, academic managers, administrative staff, and teachers show little care: do not listen to students' opinions and think that they are gift-givers for their learners. As a result, for many students, they feel upset and treated unfairly as they cannot voice any concerns while the quality of education significantly declines due to lack of investment and improvement.

Meanwhile, there is a different story for TNE programmes. Students and parents have spent a large amount of money on education, and hence, they are more likely to request for customised TNE programmes, certified teachers, and so on. Once this expectation is met, TNE programmes can be considered as effective. According to Student SS1, SS2 and SB1, they have specific demands for the programmes, especially TNE curricula. For instance, subjects have to meet social needs, bring more intern opportunities for students and so on. In other words, the more TNE curricula satisfy students' needs and expectations, the higher the effectiveness of that TNE programme is.

#### ***6.2.4. The relationship between the effectiveness of TNE programmes and culture differences***

Similar to student learning style, before analysing the relationship between culture differences and the effectiveness of TNE programmes, the cultural differences between UK students and Vietnamese ones need to be explored for the following reasons. First of all, interviewees would avoid being awkward when suddenly changing the topics. Moreover, the discussions about the culture of Vietnamese students would also help respondents gradually to remember experiences and relevant events, and thus they were able to provide examples and reasonable explanations when mentioning the relationship between culture differences and the effectiveness of TNE programmes.

##### ***6.2.4.1. Cultural differences between UK students and Vietnamese ones***

As presented in Chapter 4, there are seven cultural dimensions in Trompenaars and Hampden-Turner's model, including (1) universalism versus particularism; (2) individualism versus communitarianism; (3) neutral versus emotional; (4) specific versus diffuse; (5) achievement versus ascription, (6) human-

nature relationship and (7) human-time relationship (Trompenaars & Hampden-Turner, 1993). Based on that pattern, answers of the respondents were divided into the above seven categories.

Firstly, regarding individualism versus communitarianism, based on the opinions of Academic manager AB1, AB2, Student SB1, SB2, Teacher TB1, TS2 and Parent PB2, the study of Vietnamese students is influenced by their family. As a result, using the parent as the way to control the students' performance is an effective policy in Vietnam, according to Academic manager AB1, AB2

Academic manager AB1 gave an example:

*“We hold parents’ meetings on Saturday, every month. That is a crazy idea for the UK. It is not supposed to be. But it worked very well here. It is the nature of the family in Vietnam, and we do leave it like that trying to get the best out of the students”.*

Similarly, Academic manager AB2 also emphasised the role of parents to Vietnamese students:

*“In orientation days, we aim to focus on not only students but also parents because we know who play an important role in choosing expensive education programmes, like TNE programmes”.*

Also, as being dependent on the family in studying, Vietnamese students possess a low level of independence and then feel uneasy when teachers assign them individual homework or tasks.

According to most of the teachers, Vietnamese students have a tendency to learn and think in a group, so there are interactions and sharings between members within the group. In other words, Vietnamese students are not active in presenting their own opinions. They prefer to discuss their ideas with other members in their group or their class so someone who may be a leader will present those ideas publicly and they will follow that leader.

The teachers pointed out that learning tendency as a group of Vietnamese students is not always effective. This comes from the fact that not every member in the group is active in studying; there are some who are hard-working and others who try to dodge their tasks. As a result, the diligent students have to carry out all of the burden and the rest take the outcome for granted that is more than the effort

they put on. In addition, group learning does not provide conditions for students to enhance themselves. For instance, in an oral presentation, students who have a good skill of public speaking would be in charge of presenting in the front of the class, the rest who are worse in terms of oral presenting have to complete other tasks such as looking for learning materials or writing drafts or contents of the presentations. Therefore, they always find a way to avoid tasks they are not good at and thus cannot complete their skills.

Teacher TS2 explained it in the interview.

*"Vietnamese students prefer to work as a team, but it means only a few super talented students work: researching, preparing, and presenting. The rest, who maybe not too bad or lazy, are simply afraid of turning up and talking at the front of people. However, as a result, teamwork does not give them a chance to overcome their fear".*

Secondly, regarding universalism versus particularism, which explains how people judge the behaviours of others, Vietnamese students in particular and Vietnamese people in general judge others based on their appearances and the first impression of the others. According to most of the students, the first impression for teachers is via their appearance, their fashion style, their ways of communication, and this makes an enormous impact. The students usually have a strong and good impression with teachers who take care of the appearance and have great skill of communication. These impressions would influence how the students assess the quality of teaching of those teachers. For example, an out-going, friendly but average in expertise may be more liked by students than those who possess great knowledge but are grumpy.

Student SB1 expressed his personal opinions regarding this issue:

*"A foreigner teacher usually leaves us with an impression of talent, competence, and truth-worthy at first sight".*

According to most of the students and parents, Vietnamese students easily change their opinions based on others' ideas or assessments. After an open discussion, Student SB1 gave one example of his/her

own; he/she wanted to be a chef rather be a student. However, this dream was heavily criticised by his/her parents and relatives. They mentioned that the chef is a job that does not receive much respect in Vietnam society. Instead, the current trend of society was to finish studying at a university, and at best a top one. The criticism made Student SB1 tired of pressure and perplexed of their original choice. He/she was afraid of being beaten by the pressure from the society, of he/she can be assessed in a good way by his/her friend and family just because of the career decision. Therefore, he/she made up the mind and pursued studying at a university just like others in Vietnam.

This clearly shows an observation mentioned above: When students decide subjects, they are easily impacted by others opinions. Furthermore, they tend to select subjects or internships that are trendy rather than considering whether those are suitable for them or not. For instance, according to Teachers TB2, several years ago, when banking was a hot job in the labour market, almost all students decided to study programmes associated with the banking system. In addition, there were students from other majors tried to find internships in banks.

Thirdly, regarding diffuse-oriented culture versus specific-oriented one, Vietnamese students tend to mix their work and personal life. Some foreign teachers at the very beginning of teaching in Vietnam felt surprised by the friendliness of Vietnamese students. As can be seen, based on Vietnamese people's idea in general, between teachers and students there is always the distance that is the hierarchy in society. However, this does not mean in the eyes of Vietnamese students; teachers are just people related to studying. Teachers TB1, TB2 recalled, Vietnamese students were always afraid the teachers felt bored during the time they taught in Vietnam; therefore, they tried to invite teachers to go to see attractions or go to restaurants to enjoy food specialities when both have spare time. The students felt excited to talk to teachers after the class about family and common topics; they even invited the teachers to go home to have dinners together. The teachers felt blessed by the friendliness and charm of Vietnamese students, as they could see the students' authenticity.

Besides, according to Academic manager AB1, AS2, Administrator AS3, AS4 and most of the teachers, Vietnamese students tend to talk indirectly and “beat around the bush”. They also play down

the seriousness of bad results. Teacher TS2 shared that, in one of his first classes, although the students thought his teaching method was not very effective, they did not tell him. They still kept silent and acted like nothing happened until one day teacher TS2 himself figured out the strangeness in the class. He afterwards encouraged the students to share their own thoughts, but it took a bit of time as they did not find it easy to do so. They avoided using negative words, as they believed, those can hurt the teacher's feeling. “*Vietnamese students pay attention to the emotions of teachers and they try their best to satisfy the teachers*”, Teacher TS2 said.

Next is neutral versus emotional, Vietnamese students are more likely to express their emotions naturally and usually let emotions interfere with their work. Student SB1, SS2 confessed that they tended to choose to learn with known teachers rather than new ones. Especially, those who they had built good relationships, they treated the teachers better and less complained. Similarly, when forming a studying group for learning and oral presentations, they avoided grouping with those they disliked. They believed that if they do not feel comfortable and happy with some classmates, they cannot successfully cooperate with these.

The next cultural dimension is achievement versus ascription. According to Government representative G1, G2 and Employer E1, E2, Vietnam still has a hierarchical society with respect to the senior people. It means respect and compliance come from age and working experience, not working achievements. Hence, for students sometimes, teachers with a longer career would be received with more respect than those with shorter time of teaching.

Vietnamese society is, however, degree-driven. This firstly is shown via the fact that everyone is inclined to study higher education without considering their own ability and passion. Besides, for many Vietnamese people, foreign degrees, the UK ones for instance, are more valuable than the Vietnamese equivalents. This is a reason why TNE programmes are most wanted in Vietnam. This also leads to the reasons why many students pursue TNE programmes, just because of the degree, not the knowledge. According to teacher TS1, a number of students have low motivation to achieve because they have a prosperous family and after graduation, they will take over their family's business

no matter what they achieve in education. On the other hand, Government G1 stated that, due to the love of degrees, examination pressure across all education levels in Vietnam is very high, which decreases students' learning motivation and forces them to study for the examination only.

When asked about the differences between Vietnam and UK students concerning human-nature relationships, according to most of the teachers and students, Vietnamese students are often not willing to do something new and tend to avoid making changes. Changes related to learning styles and examinations were not welcomed and supported by Vietnamese students, or they find it normal to study a number of subjects under the instruction of only one teacher, shared teachers TS1.

In addition, although having some interest with social activities, the natural shy and hesitant personalities of Vietnamese students result in them being submissive and passive in taking part in those activities, according to Student SB1, SS2 and Administrator AS3, AS4. Therefore, the students need more encouragement, especially at the beginning, in order to break their own ice.

Finally, regarding the human-time relationship, Vietnamese students often do not obey the rules, time-wise. Based on Teacher TS1 and TS2's conclusions, the students were often late, not only by a few minutes but up to half an hour. Some did not even know their lateness affected others; they came to the class and made a lot of noise. After being reminded several times, the situation got better, but sometimes, late arrivals remained a concern. Besides, the students usually missed the assignments' deadline or teamwork. They gave many explanations for those who lack of punctuality and did not take the consequences of those serious.

#### *6.2.4.2. The relationship between the effectiveness of TNE programmes and cultural differences*

While the majority of respondents believed that there is a relationship between the effectiveness of TNE programmes and cultural differences, only two interviewees insisted that there is no relationship between these factors.



Firstly, according to Teacher TB1, Student SB1, Parent PB1, Government Representative G2 and Employer E1, E2, culture would influence the way how students embrace new challenges in studying and working, and thus would impact the effectiveness of TNE programmes. When asked “What do you think about the relationship between cultural differences and the effectiveness of TNE?”, employer E2 strongly confirmed:

*“Yes, of course, there must be a relationship between them. I can give an example that is Vietnamese people are often content, do not want to change, to face obstacles. Where does this characteristic come from? It is from traditional culture. Whilst TNE programmes are full of new things, challenges. It is obvious that if Vietnamese people keep that cultural feature, they will find it difficult to be successful with TNE”.*

Besides, as mentioned before, Vietnamese students are afraid of asking questions, and challenging teachers as these activities may be regarded as disrespecting teachers under the current social norms. In addition, they are shy and also scared of being undervalued if making wrong statements, so they tend to keep their study private and do not want to explore new knowledge. Hence, they may find it difficult to comprehend the lectures fully. These observable concerns can reduce the performance of students as well as the effectiveness of TNE programmes.

*“Asking students to voluntarily voice their concerns is challenging. I think this comes from their characteristics. Or due to their culture, we can say. For students, I wonder that will prevent them from getting good performance and results. From the school's perspective, we cannot provide an effective programme if our students do not understand the learning content thoroughly”* said Teacher TB1.

Moreover, according to all academic managers, administrators, teacher TB1, TB2, Student SS1, SS2 and Government representative G1, culture results in teaching and study strategies, and hence would impact the effectiveness of TNE programmes. For example, *“Vietnamese students tend to play and learn in a group, so they are not confident in dealing with individual tasks – one of the common requirements of the UK education system”*, shared AB3. Furthermore, Vietnamese students usually need a little bit more supervision or guidance, so they find it hard to adapt to complete tasks requiring

self-study and self-research. As a result, they are not comfortable and effective when learning in a learner-centred educational environment. Also, not being on time also affects the quality of teaching and learning as teachers' lecture will be interrupted and learners cannot fully pay attention to the lecture. These issues can lead to problems with the quality of teaching and learning of both the teachers and students, and thus would impact the effectiveness of TNE programmes.

Parent PB2 and Student SB2 pointed out, nevertheless, that Vietnamese students are young people growing up in a modern and easy-to-adapt society, so they are not much impacted by culture differences. In other words, with the current trend of globalisation, the differences between countries are minimised and will make the culture of Vietnamese students not very different from that of the UK students. When culture differences are not a big deal, there is no relationship between this factor and the effectiveness of TNE programmes.

#### ***6.2.5. The relationship between the effectiveness of TNE programmes and student learning styles***

As discussed above, the relationship between the effectiveness of TNE programmes and student learning styles is one of objectives of this study.

When discussing learning styles, most of the respondents did not mention differences in learning styles between individuals; they viewed Vietnamese students as a whole. In order to ensure the respondents were not confused or misunderstood the term of "learning styles", the interviewer presented several definitions such as learning styles are the individuals' inherent preferences for how they take part in the learning process (Ehrman and Oxford, 1990) or a learning style is an individual's habitual, natural, and preferred way of absorbing, processing, and retaining new information and skills (Reid, 1995). The definitions were meant to help interviewees have a better view of the term.

However, the respondents insisted that there are not many differences among Vietnamese students in terms of learning styles. This may come from a homogeneous culture in Vietnam in which differences are supposed to be removed, and then everyone's objectives become identical. In this section, along with analysing student learning styles, some analysis of interactions between culture and student learning styles will be shown in order to help readers understand the nature of the issue.

However, first and foremost, scrutinising characteristics of Vietnamese students' learning styles when compared to UK student learning styles is a must, in order better to understand the targeted consumers of TNEs. It is known that Vietnamese students have to pursue an equivalent programme to the one that is taught in the UK; however, “copycatting” the contents and curriculum may lead to failure of the programme as there exist differences between Vietnamese students and UK ones. Moreover, analysing the features of Vietnamese student learning styles will provide clear examples of studying the relationships between learning styles and the effectiveness of TNE programmes.

#### *6.2.5.1. The differences between UK students and Vietnamese students in learning styles*

The respondents identified four main differences between Vietnamese students' learning styles and those of UK ones, including independent ability, active versus passive learning styles, decision-making ability and study motivation.

Firstly, let us talk about independent ability. Academic manager AB1, AS2, Administrator AS4, and Teacher TB1, TS2 and Government representative G1 shared that most of Vietnamese students are not able to study independently. This stems from a couple of reasons. First of all, parents tend excessively to love and care for students since they are young children and thus are willing to carry out all of the students' tasks on their behalf (AS2, AS4). Vietnamese parents, in other words, are afraid of their children's failure and disappointment; they want to act as a beneficent giant who can help their children to overcome things in all aspects and all the time. No matter how old the children are, eighteen or twenty, Vietnamese parents keep reminding their children everyday about staying at the learning desk to study, which subjects should be covered first, or what learning materials are needed for upcoming classes and so on. Besides, at school, teachers express their care via too much guidance and support (TB1, TB2). Moreover, performance pressure forces both teachers and parents to provide students with extra classes (AB1). For example, assignments and questions as homework are normally solved in these extra classes; this makes students avoid critical thinking and playing an active role in their studies.

Government representative G1 when discussing this topic:

*“Vietnamese parents always give immense love to their kids, and that love prevents them from developing. At home, they do all of the housework so their children can completely concentrate on studying. They also send their kids to study a lot of extra classes and courses to help them to gain more knowledge. They do not give them opportunities to have a part-time job as they are afraid that the job would consume their children time and then they cannot focus on their study. As a consequence, the children only know numbers and words, no more, no less”.*

This indicates to the researcher that unlike UK students, Vietnamese students receive educational pressure from their parents. For almost all Vietnamese parents, their children's study performance is the top priority (PB1, PS2). Higher level of education and better study performance are the proof of the success of the whole family; this does not take into account whether the students can handle the studying pressure by their own. As a result, parents go along with their children in study, and in many cases, studying objectives are set by the parents not the students (PB1). This is the reason why parents have to be examined as one of TNE's stakeholders in this study. Thus, universities should pay attention to the parents' role when designing policies or making important decisions.

In addition, according to most teachers, Vietnamese students prefer working in groups rather than as individuals. They are not confident in expressing their own opinions, and thus seeking for group thinking from their peers before making any official statements (TB1, TB2, TS1). During the learning process, Vietnamese students also dodge arguing directly with teachers and classmates as they are afraid that arguments can hurt the relationships between them and their teachers and friends (TS1, TS2).

The second difference between Vietnamese students and UK ones acknowledged by most of the respondents is it is believed that while UK students follow active learning styles, Vietnamese ones pursue passive learning styles. According to Academic manager AB1, Parent PB1, PB2 and Student SB3, SS1, SS2, as opposed to UK students' self-confidence, enthusiasm, Vietnamese students, seem to be shy and insecure. As mentioned before, Vietnamese students always find it difficult to show their own ideas, emotions, and arguments with others. This might not come from the lack of knowledge but

from their hesitance and unconfidence in public speaking. They prefer listening to and thus easily to accept the others' opinions without critical reasoning and arguing (AB1, SS1, SB3). According to most of the teachers, this leads from the fact that Vietnamese learning styles merely focus on reproduction. It means Vietnamese students are good at gathering information but lack creativeness. They are not able to focus on independent thinking for themselves, or question what the teachers tell them to do (TB1, TB2, TS1). Although Vietnamese students are getting better, when compared to UK students, they are still passive in giving opinions or critical thinking, as Administrator AS3 and Teacher TS1 stated.

According to Teacher TB1, TS2, also being shy and insecure when facing language barriers, Vietnamese students seem to seek help from others who also speak Vietnamese rather than directly speaking to their foreign teachers. This weakness was recognised by Vietnamese students, as, pointed out by Student SB1, SB2, this psychological barrier is the one they cannot overcome so they find it difficult to communicate with their teachers.

Another characteristic pointed out by Academic manager AS1, AS2 and most of the teachers is Vietnamese students are hard-working but unselective. This is clearly shown when they select learning modules. They rarely choose subjects they are interested in or can benefit them in the long term; they pick up the modules based on the selection of the majority or try to select as many modules as they can. They are willing to spend a lot of time to cover all the subjects to dismiss the fear of choosing the wrong subjects (AS1, AS2).

Reported by Employer E1, E2, and Government representative G1, because Vietnamese students are hard-working and they are trained in a learning environment that focuses on theories rather than practice, they usually earn high marks but do not have a great competitive ability in reality. However, Vietnamese students are happy, as earning high marks is their top target when attending any courses; they rate it higher than gaining knowledge (E1, G1). As a result, Vietnamese students find it difficult to link the knowledge learnt to problems in the workplace and thus they fail to apply their skills to practice (E1, E2). The study, therefore, only focuses on short-term achievements. Vietnamese students

are confused about making decisions or solving problems, such as which subjects to learn, where to undertake an internship or how to communicate during their studies (TS1). In an example shown by Teacher TS1, when students begin their internship, they find it hard to select a company/ organisation to work for. They then seek help and guidance from any teachers or staff they know. Even after receiving advice from many sources, they still felt concerned with making the final decision. Or as discussed above, when selecting learning modules, students do not know where to begin, who they can trust to ask. They even refuse to choose modules advised are suitable for them just due to the fact that most of their friends would not attend the modules (AS1, AS2). There is a question raised that is whether the overcare from the family and over support from the teachers at lower levels of education make it hard for students to work independently, but also to make crucial decisions.

The last main difference between Vietnamese student styles versus UK ones reported by Employer E1 and Government representative G1, G2 is studying motivation. Learning motivation of Vietnamese students comes from their parents and is society-oriented (such as social assessment), rather than from their own expectations and talent (G1,G2). As the author has also experienced firsthand, Vietnam is a degree-loving society; as a result, everyone is inclined to and puts an effort to reach high levels of education without considering their own capability and desire. This is like a huge pressure put on parents' shoulders as well as Vietnamese students'. The students study to please their parents, to receive respect from other members in the society rather than satisfy their hunger or need of knowledge.

According to Teacher TB1, TS1 and Student SB1, SS2, it is not correct to say that Vietnamese students are not competitive in their studies; they have it, fiercely, but only for short-term objectives like great marks in the final examinations. This means studying motivation of Vietnamese students is unclear; in other words, they study only to beat their classmates in terms of marks, rather than building up their own knowledge and expertise for a better career.

#### *6.2.5.2. The relationship between the effectiveness of TNE programmes and student learning styles*

After discussing differences in student learning styles between Vietnamese and UK students, interviewees were keen to share their opinions on the relationship between the effectiveness of TNE programmes and student learning styles. It is quite surprising that all respondents agreed that there is a relationship between these factors. Reasons for this can be divided into two main groups: one relates to the way students gain knowledge, and the other relates to teachers' motivation and teaching strategy.

First is the group putting forward the notion that there is a relationship between the effectiveness of TNE programmes and student learning styles because of the way that students gain knowledge. One idea shared by a number of interviewees such as Academic manager AB1, AB2, Administrator AS4, Student SS1, SB2, SB3, SS2, Teacher TB1, TS1 and Parent PB2 is students will study more effectively if there is an alignment between teaching methods and student learning styles. Hence, although Vietnamese students who study TNE programmes need to pursue a UK equivalent programme, strictly applying teaching methods for UK students to Vietnam educational context can be a failure.

Student SS2 gave an instance that she had been worried and even scared when attending Marketing modules because the lecturer kept asking questions and expecting students to express their own views on the topics right from the very first class. The students were perplexed and then kept silent, but the silence led to the increasing requirement from the teacher to ask them to be more active in the class. The class then became uneasy for both of the teacher and students. Later, many students decided to skip the module even received warning of exam prohibition.

Another example occurred in the International Business class at University B, according to student SB2. In the first class, the teacher asked the students to give an oral presentation on a topic to be taught that day. The students found it difficult to fulfill the task as they lacked knowledge and thus were perplexed during the time of public speaking. On the other hand, the teacher was truly disappointed as he insisted that the students had to read learning materials and prepare for the class beforehand. The difference in learning styles caused shocks for both of the teacher and students.

From the above examples, it is clearly to see that student learning styles will affect the way students gain knowledge. If students can absorb a great deal of knowledge during the learning process and improve themselves in terms of learning styles, that can be considered as one of factors to assess the effectiveness of TNE programmes. Therefore, student learning styles are closely linked to the effectiveness of TNE programmes.

Secondly, there exists a school of thought that mentions that there is a relationship between the effectiveness of TNE programmes and student learning styles due to reasons relating to teachers' motivation and teaching strategy. From students' perspective, Student SB1, SB2, SS1 voiced their concerns that the passive learning style of Vietnamese students can bore teachers, especially foreign ones. When teachers ask questions, instead of receiving enthusiastic answers from students, they only have an awkward silence (SS1). Whilst the teachers expected there were long and healthy conversations during the class time, the students only showed embarrassed smiles (SB1). They expected the students prepare for the class with available learning materials, but the students failed to do so (SB2). They expected the students to play a vital role in the class but the students had the same wish and waited for them to take over (SS1, SB1, SB2). These differences in terms of learning styles made them uneasy or even unbearable. This may reduce the interest in teaching and decrease the quality of both teaching and learning, or, in other words, this will affect TNE programmes' effectiveness.

Student SS1, when asked about whether there is a relationship between student learning styles and the effectiveness of TNE programmes, said:

*"I think there is a relationship between student learning styles and the effectiveness of TNE programmes. I can give an example to show this relationship. As I mentioned above, Vietnamese students are passive, and thus, teachers are definitely getting bored. And then when the teachers got bored, they would teach us without care and effort. So, the programme cannot be effective, as a result".*

#### *6.2.5.3. The relationship between cultural differences and student learning styles*



As pointed out above, most of the respondents believed that learning styles stem from culture and thus different cultures form different learning styles.

Instances shared by AB1, AS2, AS4, TB1, TB2, TS2 proved that the culture of collectivism makes Vietnamese students rely heavily on others and have a low level of independence in their studies. Therefore, the majority of Vietnamese students have passive learning styles with features like always waiting for teachers' lectures and instructions as well as their parents' guidance and permissions, finding it difficult to show their own ideas and emotions (AB1, PB1, PB2, SB1, SS1, SS2).

Furthermore, according to Teacher TB1, TB2, TS1, Parent PB1, PB2, Student SB3, SS1, and Government representative G1, G2, as a hierarchy society with respect to the senior people, Vietnamese students face many obstacles, especially psychological barriers in challenging or complaining about their teachers.

Nevertheless, it is interesting that there was a conflicting opinion from Academic manager AB2 and Administrator AS3 about the relationship between cultural differences and learning styles. These two interviewees argued that most of the Vietnamese students share an identical learning style, but there are still some with their own styles that are different from the others'. This means that despite immersing into the same cultural environment, some Vietnamese students are active learners, some are passive ones. Therefore, culture is not a factor affecting learning styles.

#### ***6.2.6. The relationship between the effectiveness of TNE programmes and student engagement***

As discussed in chapter 4, there are three elements of engagement that were stated in Kahn's concept (Kahn, 1990), including emotional engagement, cognitive engagement and physical engagement. Before analysing the relationship between the effectiveness of TNE programmes and student engagement, respondents had opportunities to share their feelings about engagement's elements of TNE programmes in practice.

##### ***6.2.6.1. Physical engagement***

According to most of the respondents, physical engagement is always given in all classes at University B, and University S. Attendance checking is the most basic and simple way. Normally, if students do not attend their courses for two or three sessions, they will be failed in the disciplinary system. Therefore, they have to go back to the new semester (AB3, AB4, AS1, AS4). Attendance checking is not a new approach for Vietnamese students, but as stated by Student SB1, SS2, they were still quite surprised when a programme with a UK quality-driven keeps using a traditional method of managing students because attendance checking is not always effective as it may cause a truth that students go to the class for the checking only.

However, from the parents' perspective, they are satisfied with the attendance checking, especially in cases of Parent PB1, PB2. This leads from a special policy of University B, that is if students were absent for two consecutive days, the parents would be informed in order to monitor their child's performance. This policy seems to be very different from those at UK Universities where under data protection rules, universities cannot contact parents without students' permission. This can be easily explained, because as the above discussions have shown the crucial role of the parents in the studying process of Vietnamese students.

Several teachers at University S follow a different policy of attendance checking. If students do not do homework (shared by Teacher TS1) or do not interact with teachers in the class (according to Teacher TS2), they are regarded as "do not attend" on that day. From their viewpoints, in order to prevent the fact that students go to class only for attendance checking, and then sit passively, they have to build a more incentive based system, forcing students to be more active. Based on Teacher TS2's opinion, teachers usually keep in touch with students via SMS or emails in order to remind or motivate the students to come to the class. This is a very surprising activity, especially for students at undergraduate level. However, Teacher TS1 and TS2 insisted that students attending TNE programmes are special ones. The tuition fee of TNE programmes is relatively high compared to the average income of Vietnamese people, so the students come from affluent families, and thus they get used to spoil and support. Their learning motivation is extremely low so that the teachers have to find a way to encourage to go to school.

#### 6.2.6.2. Emotional engagement

One similarity easily spotted between University B and University S is there are a lot of clubs, societies, activities, and study trips, such as UK tours and Korea tours. Most of the academic managers and teachers rated the role of these activities highly because they not only help students to gain practical experience but also, more importantly, to feel better and interested and thus become more active in the learning process.

According to Academic manager AS1, Vietnamese students are heavily spoiled by their parents and teachers at lower levels of education, and hence they are passive to the reality of even fundamental tasks like writing CVs and searching for part-time jobs seem to be out of their reach. They can be very good theorists as they are hard-working students but after the class they function like robots who are programmed in one way that is to go home. Thus, from the very first year, University S is keen to hold a number of short internships or charity events so that students can attend to experience with reality (AS1). For example, students were asked to find a part-time job at a cafeteria or a restaurant for a short period of time in order to understand how to apply for a job and how a small organisation works (AS3). In addition, they were given tasks of arranging a number of social activities such as visiting elderly living alone people or children living at orphanages. They had to make a plan, budget, control, and implement all of the relevant events (AS4).

The students at the beginning felt a bit shaky but they were quickly interested in discovering new things as well as were proud of being trusted and allocated important tasks (SS1, SS2). They felt they could use knowledge taught in the classes like accounting, finance, or start-up in practice and see them as understandable and easier to learn than ever. They thus became more engaged with the school, said Student SS1:

*“I feel I went to class more, stayed there longer in order to take part in after-class activities. This is completely different from what happened when I was in high school; I only came back home after the class.”*

For University B, when students have bad marks or fail or resit any classes, schools and teachers always openly discuss this with the students so they do not feel teachers are going against them and want them to fail (AB3). According to Teacher TB1, TB2, this can be very effective in reducing stress for students. This comes from the general fact that when dealing with trouble in studying, students have a tendency to look down at themselves, feel incompetent, embarrassed to share with others (SB1, SB2). Sometimes, they feel lost in the class as they cannot catch up with their classmates and even feel they are excluded by the others (TB2). Besides, the discussions are helpful in seeking proper solutions for each circumstance (TB1).

In addition, as discussed above, University B put parents in a high and special position (AB3). As a result, some meetings require the appearances of parents in order to increase the engagement of not only students but their parents with the schools. All of the parents including Parent PB1, PB2 are very pleased with this policy.

On the other hand, one of issues raised by Academic manager AB1 and Teacher TB1, TB2 is developing the relationships among members in the class in order to improve the students' emotional engagement. In the 6-week preparation module, students are encouraged to engage with one another in order to make them comfortable during their study, as well as finding it easier to communicate and cooperate with their classmates.

Especially, during their study, students of both universities are always informed about what is going to happen (such as learning curriculum, learning materials or assessments). According to Teacher TS2, the information is clear and easy to access in order to make students comfortable and belonged to.

#### *6.2.6.3. Cognitive engagement*

Similar to emotional engagement, most of the respondents believed that if cognitive engagement improved, physical engagement will increase in turn.

Teachers always try to diversify activities in the class; along with the purpose of generating interest of the students, the variety also helps the students to have a better and deeper understanding of the topics

(TB1, SB1, SB2, TS1, TS2). For instance, giving students more opportunities to present, discuss, or even assist the teacher in lecturing some sessions makes the students able to approach the topics from different angles with more power of control (SB1, SB2). Similarly, as mentioned before, holding clubs, societies, activities, and study tours provides students hands-on experience of their knowledge (AB1, AB2).

Besides, guest speakers are often invited to give a speech about their expertise (AS1). This is one of students' favourite. According to Student SS1, SS2 at seminars with guest speakers, all of the students willingly attended and carefully listened to the speakers. The speakers smoothly and thoroughly explained difficult theories by giving vivid examples that are issues they are dealing with everyday.

Furthermore, according to the majority of academic managers, administrators, teachers and students, relationships between students and teachers and among students not only increase emotional engagement but develop cognitive engagement. Moreover, interaction and cooperation with classmates ensures students not only learn from their teachers but also from their classmates.

There was a question asked to all of the interviewees that among physical engagement, emotional engagement, and cognitive engagement, which one is the most important. It is no surprise that no respondents pay attention to physical engagement. The majority of them believed that cognitive engagement is the most important factor as the ultimate purpose of students is to gain knowledge, whilst Administrator AS4 and Teacher TB1 rooted for emotional engagement because joy plays a vital role in making students more engaged to their study. According to Parent PB2 and Teacher TS2, both cognitive engagement and emotional engagement are very important and supportive to each other.

#### *6.2.6.4. The relationship between the effectiveness of TNE programmes and student engagement*

Again, all respondents believed that there is a relationship between the effectiveness of TNE programmes and student engagement.

Firstly, based on the opinions of Academic manager AB2, Administrator AB3, AS4, Teacher TS1, TS2, TB1 and Student SB1, SB2, students can engage effectively with teachers, administrators and

academic managers to ensure that each side can understand each other in terms of interest and expectations, which should become a win-win situation. For example, if students can voice their concerns straight away, teachers can understand what the students are not good at, and thus find a solution to help them overcome their weaknesses. For administrators, if students keep in touch with the school in order to receive updated information, all of the procedures and paper-work will be quickly and satisfactorily solved. In short, if each side can understand and attempt to please the other, satisfaction will increase, and thus effectiveness will rise as well.

Secondly, according to Employer E1 and E2, the engagement between the school and students can develop a good habit for students in dealing with relationships in the workplace in the future. In other words, when students realise the importance of engagement and how to build it up, they can master certain skills to increase their employee engagement in the future. This will help students to develop employability after graduation; this will make TNE programmes more effective.

Thirdly, the majority of interviewees pointed out that when students are more engaged with their teachers and/or their study, they will know what, why and how to learn. This gives them more motivation to study. When students are interested in studying, they will want to learn more, learn better and from other sources like teachers, friends, etc. Therefore, student engagement will increase study motivation, and thus students' performance will rise, and the effectiveness of TNE programmes increases as well.

Last but not least, when students are more engaged, teachers have more willingness and interest in teaching. For instance, if teachers see the students interested in their lectures, willing to get involved in the discussions in order to obtain more information, the teachers will have more motivation in teaching. Therefore, they tend to invest more in designing lectures and presentations, completing their teaching methods and styles; this, in turn, makes teaching and learning more effective. As a result, the effectiveness of TNE programmes will rapidly increase.

#### *6.2.6.5. The relationship between cultural differences and student engagement*

The majority of the respondents believed that culture influences the way students interact with their teachers, their school, and their studies. Reported by Academic manager AS1, AS2, AB2, Administrator AS3, AB3, AB4, Parent PB1, PB2, PS1, Student SS1, SB1, SS2 and all government representatives, employers, Vietnamese culture is collectivist, so Vietnamese students are more engaged with their teachers, their schools, and their friends. They tend to work as a group and be close to that group. Besides, culture also affects Vietnamese students' engagement style. Vietnamese students respect teachers and treat them as their parents. Therefore, they tend to engage with the teachers in the role of followers (PB2, SB3, SB1).

Moreover, the culture of collectivism where there are many generations live together in a family makes Vietnamese students easily influenced by their family members (AB1, AB2, PB2, SB1, SB2, TB1, TS2). Thus, this indicates to the researcher that decisions and activities in learning of Vietnamese students were impacted by interactions and opinions from their grandparents and parents at home.

Vietnamese students tend to let their emotion interfere with their studies and thus the emotion plays a vital role in their engagement with their teachers and schools (AS4, TB1).

However, opposed to the opinion of the majority, Administrator AS4, Teacher TS1 and Student SB2 claimed that there is no relationship between cultural differences and student engagement. The way students engage is dependent on the personalities of students, not the culture of students are the matter. Students who are friendly and outgoing would better engage with others than those who are quiet and introvert. Different students have different ways of engagement (TS1, AS4, SB2).

#### ***6.2.7. Necessity of modification in TNE programmes***

Before ending the discussion of the effective TNE programmes, one question about the necessity of modification in TNE programmes was raised for all respondents. The purpose of this question is to ask these experience people whether the original content in the UK should be exactly duplicated when design TNE programmes in Vietnam. If not, which modifications are needed in order to produce

effective TNE programmes in Vietnam within the UK context?

There were only four respondents, including Student SB2, Parent PB2, PS1 and Employer E2 believed that the modifications are unnecessary as they could decrease merits of the programme. They were afraid that those modifications, even the smallest, would change the nature of the programmes.

According to Student SB2, the original subjects had been thoroughly selected to ensure they benefit one another and they were supposed to fit into each speciality with the consideration of the four-year undergraduate timeline. If any subject were removed or added, it would affect the others. Another opinion supporting the above came from parent PB2 and PS1 that is they expected only the best and most original programme from the UK education. Any changes such as replacing foreign teachers or learning materials by Vietnamese teachers or learning materials would reduce the quality of the programme. For Employer E2, content modifications might make Vietnamese students feel easier when studying. However, in the long run, it seems not to be a good policy because the reason students pursuing TNE programmes is to seek working opportunities in an international environment or admissions for higher education abroad. Therefore, adapting to a professional and dynamic working environment when being still a student is said to be necessary. Softening the programme for the students might harm them with numerous obstacles after graduation (E2).

Opposed to the above opinions, the majority of the interviewees argued that modifications in TNE programmes are needed. Changes were advised to focus on TNE curriculum and teaching strategies.

The first opinion concerned with TNE curriculum reported by Government G1 and Employer E1 is there should be more seminars, inductions in order to help Vietnamese students to get used to the curriculum and teaching methods. This was already applied at both University S and University B; however, this action's effectiveness was not high (SB1, SS2). At the beginning phase, all students and parents were perplexed. An induction lasting four hours at University S (AS3) or three hours and a half at University B (AB4) was not enough to cover all uncertainties from the students. Especially, after experiencing the programme, they came up with a number of questions and doubts needed to be resolved, but they did not know who and when to ask those questions (SS2). Hence, the induction



should be arranged more frequently, two or three times a year; this would not only help students to clear their confusion and uncertainties (G1, E1) but also an opportunity for the school to assess and collect students' opinions to make proper adjustments (SS2).

English is also a concern of many teachers, students and parents. As discussed above, English remains a big problem for the majority of Vietnamese students; thus, there should be more English courses in order to improve students' English skills (TS1, TB1, SB1, SS1, PB1). Improving English should not be limited and focused on the first year but expanded even when the students pursue their specialised subjects (TS1, TB1).

Another issue brought by Administrator AS4 and Teacher TS1 is there is a need to change assessing methods such as increasing the marks for teamwork as well as decreasing the marks for individual projects. This is more suitable for Vietnamese students' learning styles when they feel more comfortable to work and study in a group.

Besides, changes relating to teaching strategies were also suggested. According to AB1, AB2, AB4, academic managers and teachers should recognise the differences between the UK and Vietnamese students and find a way to change them slightly. Similarly, Administrator AS4, Teacher TB1 and Government representative G2 also believed that teachers need to take their student background into account in order to have better and more proper teaching methods. Examples presented in section 6.2.5.2 proved that misapprehension between UK teachers and Vietnamese students would fail the class. Therefore, not only students but teachers need supporting sections in order to understand more about the ones they work with and changing objectives so they can have proper policies.

### **6.3. Summary**

This chapter discussed the steps of the study carried out in this thesis; it also analysed research findings after interviewing 24 participants in two case studies.

The pilot study was conducted in order to gain knowledge and experience in designing the questionnaire and carrying out the interviews. Although the number of interviewees participating in

the pilot study was not high, including only one person in each group of TNE stakeholders, the lessons learnt were precious. By doing the pilot, the researcher knew how to build rapport with respondents to help the conversation flow naturally, how to make sure respondents understand exactly the terms used in the interviews, and how to set up the proper context before each question.

After conducting the pilot study, 24 participants were invited to join the main interviews. Interview questions were divided into four blocks including (1) the differences between TNE programmes and Vietnamese undergraduate programmes, (2) the understanding of the effectiveness of TNE programmes, (3) the relationship between the effectiveness of TNE programmes and four factors, including TNE curriculum, student learning style, student engagement and cultural differences, (4) the necessity of modification in TNE programmes.

The first group of interview questions aimed to clarify the differences between TNE programmes and Vietnamese undergraduate programmes in several areas, such as undergraduate certificates, TNE programme contents, teaching strategies, English requirements, quality assurances, learning materials, teaching staff, and administrative staff.

The second block of interview questions aimed to investigate what the effectiveness of TNE programmes is. According to the respondents, there are several criteria that effective TNE programmes should focus on, such as improving TNE programme content, managing programme outcomes, or boosting the employability of students after graduation. The other highlighted suggestions are developing TNE programmes over a long period of time, improving learning resources and facilities, possessing high-quality teaching staff, academic managers, and administrative staff, or reducing tuition fee.

When asked about the relationship between the effectiveness of TNE programmes and four factors including TNE curriculum, student learning style, student engagement and cultural differences, there are numerous conflicting opinions shown, analysed and summarised.

Lastly, regarding the necessity of modification in TNE programmes, only four respondents believed

that the modifications are unnecessary as they could decrease merits of the programmes whereas the majority of interviewees argued that some changes should be made in TNE curriculum, English courses, assessment methods and teaching strategies.

## **Chapter 7: Discussions**

This chapter details the discussions of this research that are communicated in several sections, whereby each section will clarify the views of each group of stakeholders on the effectiveness of TNE programmes. As discussed in chapter 4 - theoretical framework, TNE programmes' participants are classified into two groups, consisting of internal stakeholders, such as academic managers, teachers, administrators and administrative staffs, and external stakeholders, such as students and their families, governments and employers. After interviewing 24 respondents, including different stakeholder groups from two different HE institutions, one interesting point is that there is not much difference in the groups' answers between university A and university B. For example, the opinions of academic managers, teachers, and administrators of university A are pretty similar to those of academic managers, teachers, and administrators of university B regarding the effectiveness of TNE programmes. This may be because these stakeholders mostly come from British universities with the same ideology, educational philosophy, and a common culture. In addition, the goals of UK universities when exploiting the Vietnamese education market are quite similar, such as

bringing enormous financial benefits to the UK through a global network for international collaboration (Sanderson, 2019), building a better image for UK HE ((Department for Business and Skills, 2013) This has also been drawn from reports on the development of the UK TNE programme conducted by the British Council (Department for Business Innovation and Skills, 2014; HE Global, 2016; Ramos and Wake, 2019).

Apart from the parents and students group, there is a vast difference between the two universities regarding tuition fees, thereby affecting TNE programmes' effectiveness. As introduced in chapter 5 - research methodology, university B is located in Hanoi, the Vietnam capital, with the second-highest income per capita in Vietnam. Meanwhile, University S is located in the central part of Vietnam, where economic development cannot equal the two ends of the country. Therefore, parents and students from University S care much about tuition and expect an advanced education programme with low tuition, while University B's parents and students do not care about this problem.

Except for the above problem, there are not many differences in the same stakeholder groups' responses between University B and University S, therefore the discussion below is only disaggregated by stakeholders, not by case studies.

### **7.1. Academic managers**

One characteristic of academic managers regarding the effectiveness of TNE programmes is that they care much about academic issues and macro-level educational management issues. First of all, while presenting the characteristics and effectiveness of the TNE programme, academic managers emphasise the importance of the UK qualification in enabling students to pursue higher levels in schools with world reputation or work in multinational companies. Although students and parents may share the same consideration about UK qualifications, they simply think that an international diploma will have better value than a domestic degree

as an overseas-produced item would be better than one from domestic manufacturers. In contrast, academics managers can point out the superiority of the TNE programme's programme framework, including subjects equivalent to advanced training programmes in the world, so it is relatively easy to transition after graduation. Academic managers also have a more broad and balanced point of view that learning outcomes should focus on not only soft skills but also specialised knowledge, hard skills, and international working ability. In other words, specialist knowledge is the core that students must master whilst hard skills and soft skills can be considered as supporting activities that help students to be more energetic and easy to adapt to the working environment. Furthermore, the international working ability is a new requirement in this globalised era where students quickly get involved in job opportunities in different countries.

In particular, academic managers are the only group of stakeholders who pointed out that to ensure efficiency, TNE programmes delivered to Vietnam (host country) must be the same manner of programmes provided in UK colleges (home country). That is to say, no matter where students attend the TNE programme: in the UK or Vietnam, or other countries, the programme contents have to be equivalent. Maybe some teachers or students sometimes talk about the similarities in the curriculum between Vietnam and UK colleges, but only academic managers are the group that has enough information and understanding of the curriculum at a general level to can give the most detailed analysis.

More importantly, only academic managers and government representatives point out the importance of quality accreditation in education and training. Accordingly, TNE programmes must fit in UK higher education framework and have to be internationally quality controlled or Vietnamese counterparts authorised by relevant international education institutions. This view is similar to the quality management issues that have been reported in governmental HE

reports (QAA, 2021). This again confirms that the quality assurance is always on top of the list by high-rank managers. The difference in view about the effectiveness of TNE programmes between academic managers and other stakeholder groups can be explained by their work characteristics. For example, along with managing, supervising and evaluating day-to-day teaching programmes, some of the managers also undertake teaching and substitute teaching roles personally.

Particularly about making sure the TNE programmes must be delivered in the same manner as programmes provided in UK colleges, this may explain why University B and University S would like to keep their foreign teaching staff. Although replacing them with native teachers can reduce the financial burden that can lower the tuition fee and may increase the programme's attraction regarding the price, according to the academic managers, this can affect the teaching quality. Moreover, the equivalence between TNE programmes in Vietnam and undergraduate programmes in the UK remains a concern. It is not simply a matter of replicating universities' curriculum of the home country (the UK) because contextualisation is really important. In fact, mentioned by Academic manager AB1 and AS2, some of the subjects in the UK contents are not suitable for Vietnamese students, such as UK Law, or vice versa, Vietnamese students need to learn some subjects like English, Vietnam Law, or Startup.

When talking about the effectiveness of TNE programmes, last but not least, from an investor's point of view, some academic managers thought that developing TNE programmes in a country needed a long-term strategy and it cannot be assessed merely by short-term financial measures. The notion that long-term investment and profitability are not the foremost goals in the education business has contributed to TNE programmes' success. This notion is drawn up after academic managers' years of experience. Academic manager AB1 shared his painful lessons in developing a failed TNE programme in the Hong Kong market.

This failure mainly stems from the desire to recover capital and maximise profits in a short time, leading to wrong decisions in investing in facilities and human resources in teaching.

When asked what the relationship between the effectiveness of TNE programmes and TNE curricula is, academic managers, like other groups, believed that there is a relationship between these two factors. They explained that the TNE curricula designed with different learning outcomes would decide whether students have a sufficient background that follows the market's development. This means a proper TNE curriculum will increase the effectiveness of the TNE programme by helping students improve their employability after graduation. Therefore, as described in chapter 6 - research findings, academic managers intensely focused on designing the subjects in TNE curricula, not only ensuring the quality equivalent to the curriculum taught in the UK but also suitable with contextualisation in Vietnam. Rigid adherence to UK TNE curricula can lead to ineffective TNE programmes as some subjects may not be appropriate for Vietnamese employers' needs.

Besides, academic managers think culture shapes teaching and study strategies and, therefore, would impact TNE programmes' effectiveness. Academic managers have recognised the very different characteristics between Vietnamese and UK students, one of them is the study of Vietnamese students is influenced by their family. All decisions like the decisions of which university or which major students should choose to attend mainly depend on the parents. One of the reasons for this is the impact of feudalism in Vietnam. Most Vietnamese parents are still influenced by some notions of feudalism like “kids stay where parents put them”. This means children's lives are designed and decided by their parents no matter how old they are. The parents always want to do the best for the children based mainly on their own thoughts and interests. They can use emotion to convince or money to force their children to follow the footpath they have created for them. This makes the children submissive and easily accepting

authority. Young people consider following their parents' rules as a common thing and a social norm of morality. If they go against their parents' decisions in order to live their dream, they can be seen as impious. In general, students' study is not their own task but the focus of the whole family. As a result, academic managers of university B and university S have completely different student management policies - using the parent to control the students' performance. These policies include periodically holding student and parents reporting meetings, holding regular parent consultation, and reporting student absences to parents. Appreciating parents' role in managing student learning seems impossible in the UK but has proved quite effective in Vietnam, largely due to the impact of cultural differences between the two countries.

When asked if there is a relationship between the effectiveness of TNE programmes and student learning styles, academic managers do not hesitate to say there is a relationship between these factors. This stems from the fact that Vietnamese students with passive learning styles have encountered many obstacles in learning. For example, Vietnamese students often find it challenging to show their own ideas, emotions, and arguments with others. Therefore, they prefer listening to and thus easily accepting others' opinions without critical reasoning and arguing. This leads to the situation where students do not understand but dare not talk to teachers, students who understand the lesson are also reluctant to speak their opinions, and students are afraid to comment together during class. That is why passive student learning styles harm the way students perceive and understand the lesson, thereby negatively impacting TNE programmes' effectiveness. This has once again confirmed the conclusions on the negative effects of passive learning styles in the study of Bolton and Nie (2010), Miliszewska and Sztendur (2011) and Pimpa (2009).

Besides learning styles, academic managers also claim that student engagement also positively impacts the effectiveness of TNE programmes. Both university B and university S



do attendance checking to increase physical engagement; however, academic managers rated the role of emotional engagement and cognitive engagement higher. Therefore, there are many activities to develop emotional engagement like charity events, social activities as well as developing cognitive engagement like short internships, study tours, guest speakers are designed. The purpose of these activities is to help students gain more knowledge and practical experience and feel better and interested and thus become more active in the learning process. As learners feel more engaged and gain more knowledge from the curriculum, TNE programmes become more effective.

In short, according to academic managers, there is a relationship between factors including TNE curricula, cultural differences, student learning styles, student engagement and the effectiveness of TNE programmes.

## **7.2. Teachers**

As the bridge between TNE providers and TNE consumers, teachers' answers are often a compromise between academic stakeholder groups such as academic managers, administrators, and teachers themselves and the rest of the groups like students, parents, or employers. In addition, as direct instructors to students, teachers often express ideas associated with the content and teaching methods.

With regard to the effective TNE programme, in addition to some similarities with others such as the programme should equip students with the comprehensive knowledge and skills required of a discipline, the importance of UK qualifications in helping students have a better opportunity to study and work in the future. Teachers also focus on the variety of teaching methods and assessment methods. They think there is a wide variety of assessment tasks in TNE programmes, such as exams, essays, group work, oral presentations, case studies, and fieldwork. This is quite different from the state undergraduate programme in which students'

central goal is passing exams. This difference creates interest for students in assessment and helps them improve soft skills like oral presentation, teamwork, and so on. This is also supported by administrators claiming that advanced teaching methods and the diversity in the evaluation methods are among the pluses of TNE programmes.

Besides, another concern of teachers when talking about the effectiveness of the TNE programme is the updating of learning materials and facilities. In principle, students enrolled in TNE programmes will use the same online library of colleges in host countries. However, in fact, at University S, this issue is still limited. This leads to students sometimes having difficulty finding documents or using non-up-to-date documents. Since then, the implementation of research methods and teaching methods that require learners to be student-centred will be hindered; because students cannot have adequate home knowledge preparation. More seriously, because of the inadequate learning materials and facilities, the quality of the students studying the TNE programmes in Vietnam may not reach the same level of outcomes as in the UK, which in turn leads to an ineffective TNE programme.

As stated above, the teachers' goal is to convey the content of the subject through appropriate teaching methods while at the same time building an effective and accurate assessment method. Therefore, the teachers' focus on teaching methods, evaluation methods and learning materials are very suitable for their expertise and responsibilities.

Along with academic managers, administrators and employers, teachers stated that there is a positive relationship between the effectiveness of TNE programmes and TNE curricula.

Teachers also emphasised the importance of TNE curricula in providing students with the knowledge and skills needed for future careers. Therefore, teachers are especially interested in regularly updating subject content to keep up with social requirements. At the same time, the compatibility between teaching methods and subject content is also essential. Again, it can be

seen that the views of stakeholders have been deeply affected by their jobs and positions.

Despite the same mention of conforming to the labour market requirements, academic managers focus on selecting and arranging courses in TNE curricula while teachers pay more attention to each specific subject's content.

Regarding the impact of cultural differences, the teachers agree that there is a relationship between the effectiveness of TNE programmes and cultural differences. During their teaching process in Vietnam, teachers have found that the relationship between members of a Vietnamese family is very close and close. Parents and children can share many life problems, but the downside of this problem is that since their children are very young, Vietnamese students find it difficult to learn independently. They tend to expect help from the school, teachers, and friends rather than trying to solve the problem on their own. Moreover, Vietnam is a collectivist country, so students feel more comfortable studying in groups than working individually. This leads to a huge difference in learning styles between Vietnamese and UK students, which also puts pressure on the teacher.

It can be seen that throughout teachers' content, learning styles are mentioned many times and are of paramount importance. Therefore, it is not surprising that, in addition to cultural differences, all teachers claim that the effectiveness of the TNE programmes depends heavily on the student 'learning styles. More specifically, with the way of learning merely focus on reproduction, teachers all realize that Vietnamese students are good at gathering information but lack creativeness. Furthermore, this does not seem utterly consistent with TNE programmes, where students are always required to be seen as the centre of the class.

A problem is posed for both teachers and academic managers in building the appropriate teaching method for Vietnamese students. If rigidly applying teaching methods at UK universities will make Vietnamese students find it difficult to absorb due to the tremendous

pressure in studying. However, it is impossible to continue maintaining a passive learning style that cannot be effective both in school and in the future.

Along with learning styles, student engagement is a big concern for teachers. Teachers of both colleges have followed some different policies of attendance checking. For example, if students do not do homework or do not interact with teachers in the class, they are regarded as “do not attend” on that day. Another example is that teachers usually keep in touch with students via text messages or emails in order to remind or motivate them to come to the class. These jobs first make teachers feel effective in managing students in the classroom, and at the same time, bring the satisfaction of many parents.

However, teachers themselves are the ones who understand physical engagement best. Because assuming that students are in class but do not have any connections with the teacher or with the lecture, the subject cannot be compelling. Therefore, teachers did many activities to increase engagement in the classroom. The first thing that can be mentioned is the shortening of the gap between teachers and students, as well as the distance between students and students because this does not only increase emotional engagement but develop cognitive engagement. This comes from a fact observed by the author that in some of the classes in Vietnam, the distance between teachers and students is extremely high that makes students afraid and not confident when asking and raising any concern. If they have a problem, most Vietnamese students have a habit of keeping it silent, letting it go, instead of seeking help from their teachers. Therefore, creating an equal, open and friendly relationship between teachers and students helps them be more willing to communicate and discuss learning content. As a result, teachers can provide extra discussion, question-and-answer to help students develop more comprehensive knowledge from the sessions. Moreover, interaction and cooperation with classmates ensure students learn from their teachers and their

classmates.

In general, similar to academic managers, teachers also say there is a relationship between TNE curricula, cultural differences, student learning styles, student engagement and the effectiveness of the TNE programme.

### **7.3. Administrators**

When discussing the difference between the TNE programme and higher education programmes in Vietnam and analysing how the effective TNE programme is, the administrators do not have many statements that are characteristic or different from other stakeholder groups. This may also come from their job characteristics, mainly in charge of administrative tasks rather than those responsible for curriculum content or teaching participation.

The administrators' concerns about an effective TNE programme can be mentioned as the employability of students after graduation and the diversity in the evaluation method but quite similar to the shared opinion of academic managers and teachers. This shows that the educational views and organisational culture at university B and university S are communicated very well internally, leading to internal stakeholders sharing almost the same educational viewpoints and values.

Therefore, it is no surprise that administrators once again share the same opinion as academic managers and teachers about a positive relationship between the effectiveness of the TNE programme and TNE curricula or between the effectiveness of TNE programmes and student learning styles. In addition, regarding the impact of culture on the effectiveness of TNE programmes, even though they do not directly teach students, through administrative work, the administrators also recognise cultural differences between the UK and Vietnamese

students. For example, Vietnamese students tend to talk indirectly and "beat around the bush". Although the point of view is not clear like those of academic managers or teachers, administrators somewhat realise that Vietnamese students born and raised in Vietnamese culture have many limitations in learning the TNE programme.

Regarding the relationship between students engagement and the effectiveness of TNE programmes, the administrators think that if students can effectively engage them and teachers to ensure that each side can understand each other in terms of interest and expectations, which should become a win-win situation. For example, if students keep in touch with the school in order to receive updated information, all of the procedures and paperwork will be quickly and satisfactorily solved. Therefore, the administrators of both universities have built procedures for processing work and widely communicating with students in order to ensure that students have all the necessary information. When students understand what they need to do and what they are learning, they will feel part of the school.

In summary, fully agreeing with the remaining internal stakeholders, administrators also said that there is a relationship between factors including TNE curricula, cultural differences, student learning styles, student engagement and the effectiveness of the TNE programme.

#### **7.4. Students and parents.**

After conducting an analysis of the research findings, it was found that students and parents were quite similar in their thinking and expectations about the TNE programme. This may stem from Vietnam's cultural identity, where the relationship between parents and children is very close, and they regularly share everything in life. Then, it leads to interaction and mutual influence in terms of opinion and perception. Also, a difference between Vietnamese culture and UK culture is the influence of feudalism in Vietnam with the idea of "where do parents place; children sit there", children often do not oppose the opinion of their father or mother.

This is also why parents are classified as one of the stakeholder groups of the TNE programme. However, since few differences were found in parent and child responses, these two stakeholder groups were grouped in the discussion session.

Like many other stakeholder groups regarding the effectiveness of the TNE programme, Vietnamese students and parents take the value of UK qualifications very seriously. They believe that UK qualifications work like an entrance ticket for Vietnamese students to get admission to higher levels of education. Therefore, with some Vietnamese students and parents, UK qualifications as the top reason and almost the only reason for them to choose to study the TNE programme. Similarly, some Vietnamese students and parents do not have a thorough understanding of the TNE programme they are studying but still assume that a study programme from the UK in particular or abroad, in general, will be, of course, better and more effective than the domestic education programme in Vietnam. This shows that although they both recognised the superior value of the UK qualifications or the TNE programme's quality, the perspective of different stakeholders groups was different. In the internal stakeholder groups favouring the arguments that prove their point of view, the student and parent groups' comments favouring emotions and is governed by the impression inherent in their hearts.

Another plus that also strongly sympathises with students and parents is the presence of foreign teaching staff and administrative staff in the TNE programme. While academic managers believe that the use of foreign staff will easily ensure the quality of the TNE programme in Vietnam is more similar to that of UK universities, Vietnamese students and parents believed that working with a foreign diverse teaching staff provides more opportunities for students to improve their English, experiences, confidence, and engagement. Furthermore, the students believed that the academic managers, administrative staff and teachers coming from abroad would be more open-minded and friendly. This is of particular

concern to students. This comes from the sad fact in Vietnam that students of state universities have to face bad attitudes from administrative staff. In other words, students are often disrespected and not treated as valuable customers.

Although the cost of studying with foreign teachers is expensive, parents were still satisfied with that. This stems from the fact that most of them allow their children to pursue TNE programmes rather than learning abroad as they cannot afford that or do not want their children to live far from home when they are still too young. As a result, TNE programmes are a great alternative as, of course, parents still want their children to experience a foreign perspective of an advanced educational programme. Therefore, learning with foreign teachers and helping students be familiar with a new working style improve their English and confidence in communication. Similarly, although English is a challenge for most Vietnamese students, no one suggested using Vietnamese instead of English in TNE programmes. This is said to be a significant advantage of TNE programmes.

Another very prominent issue gathered during the interview process of students and parents about the TNE programme's effectiveness is they strongly believe that developing skills like leadership, management skills, and professional skills are essential. Therefore, over 50% of interviewees, including all of the students and parents, were satisfied and highly rated the practicability of the TNE programme because allowing students to have opportunities to participate in social activities, conferences, seminars, and soft skill courses. This is also supported by employers. Meanwhile, internal stakeholders can share a more comprehensive view when asserting equally important knowledge (speciality knowledge) and English. This leads to the question of why students, parents, and employers pay so much attention to developing soft skills. The answer may be Vietnamese programmes seem to focus on theories to an extreme; that is to say, the contents provide a great deal of knowledge of speciality but do not offer enough opportunities for students to apply that knowledge in practice. Therefore,



as consumers of TNE programmes, students and parents, and employers, as users of TNE programmes products, tend to find out the shortage in TNE programmes from their own perspectives.

When discussing the positive relationship between the effectiveness of TNE programmes and TNE curricula, besides the reasons related to students' employability like other stakeholder groups shared, students and parents also mentioned the reasons for students' needs and expectations. This is also quite understandable because TNE consumers, students and parents themselves can think that a good product is a product that meets their own requirements and expectations.

It is observed that both students and parents' viewpoints on their roles in the education process have changed. Vietnam was in the feudal regime for a very long period of time and, as a result, believed in the social norm consists of three main pillars of each person that are the king, the teacher and the father. In fact, the teacher's impact is more significant than that of the father and just second behind the person leading the whole nation. Therefore, the gap between teachers and learners was huge; students always showed great respect to and silently followed all of the advice and lessons of teachers without making any challenges or questioning. Furthermore, the Vietnamese government has kept the subsidy policy for the education system. One benefit of this is to make sure that many Vietnamese citizens can access higher education with reasonably low tuition fees. Based on the researcher's personal experience, however, this system has a flaw: students seem to assume that they do not have a right to ask for a high quality of education. Similarly, academic managers, administrative staff, and teachers show little care: they do not listen to students' opinions and think that they are gift-givers for their learners. As a result, many students feel upset and are treated unfairly as they cannot voice any concerns while the quality of education significantly declines due to a lack of investment and improvement.

Meanwhile, there is a different story for TNE programmes. Students and parents have spent a large amount of money on education, and hence, they are more likely to request customised TNE programmes, certified teachers, and so on. Once this expectation is met, TNE programmes can be considered effective. According to all students, they have specific demands for the programmes, especially TNE curricula. For instance, subjects have to meet social needs, bring more intern opportunities for students, and so on. In other words, the more TNE curricula satisfy students' needs and expectations, the higher the effectiveness of that TNE programme is.

Amazingly, while other stakeholders said there is a relationship between the effectiveness of TNE programmes and culture differences, parents and students deny this. Although students and parents themselves also noticed many differences between Vietnamese and UK students because of the cultural impact such as Vietnamese students quickly changing their opinions based on others' ideas or assessments, Vietnamese students are more likely to express their emotions naturally and usually let emotions interfere with their work. However, they think these differences do not affect the effectiveness of the TNE programme. The reason is either these differences are not a big concern, or Vietnamese students are young people growing up in a modern and easy-to-adapt society, so cultural differences do not much impact them.

A question arises, are students and parents underestimating the impact of cultural difference, especially in relation to the effectiveness of TNE programmes. One of the reasons for this is because students are studying TNE programmes which are education delivered in a country other than the country in which the awarding institution is based, so cultural differences only happen in the classroom and sometimes not too noticeable. Besides, academic managers and teachers are also working on many solutions to minimise student culture shock. Meanwhile, academic managers, administrators and teachers may already have much experience

evaluating the impact of culture because they have developed the TNE model in many countries.

Talking about learning styles, students shared many bad experiences when experiencing the differences in teaching and learning styles while learning the TNE program. For example, the lecturer kept asking questions and expecting students to express their own views while expecting the students to be perplexed and then kept silent, but the silence led to the teacher's increasing requirement to ask them to be more active in the class. Some students feel a great deal of anxiety about coming to class in the early stages of their curriculum. Besides, the teachers themselves feel powerless when they expected the students to play a vital role in the class, but the students had the same wish and waited for them to take over. This may reduce the interest in teaching and decrease the quality of both teaching and learning, or, in other words, this will affect TNE programmes' effectiveness.

There are two questions raised for academic managers and teachers: (1) is keeping the learning style of Vietnamese students a good idea?, and (2) Is it necessary to change the teaching methods in order to meet the passive learning style of Vietnamese students? To answer the first question, from the reality that changing Vietnamese students' learning styles were needed, at least for their own sake. As mentioned before, the objective of attending a TNE programme for Vietnamese students is to help them have more job opportunities in the global workplace and have more chances to get admission to top universities in the world at a higher level of education. This requires Vietnamese students to make changes of their own and stop being passive to integrate with the energetic global working environment. The changes have to be made as soon as possible and at best when they are still students.

However, how to change Vietnamese student learning styles is a difficult challenge. From students' bad experiences, applying active learning styles strictly does more harm than good

and causes negative responses. Therefore, giving inductions for both students and foreign teachers should be the top priority. Vietnamese students have to know what changes are needed, why they have to change, and how to make them happen. This is a sensitive issue as changing a long-lived habit is difficult. However, one thing to be optimistic about that is Vietnamese students are still young, and they understand that keeping passive learning styles is not suitable for their future. On the other hand, for foreign teachers, they need to take the types of students they are teaching into account in order to develop teaching methods that are smoother but still effective.

Regarding the relationship between student engagement and the effectiveness of TNE programmes, students and parents have quite a bit of discussion. While parents were delighted with the school's physical engagement policies because they could control their children's learning, students were not happy with this. There are many arguments from students insisting that the dark side of physical engagement is to force students to come to the class only for attendance checking. Therefore, this policy seems less compelling. To overcome this concern, internal respondents can consider improving emotional engagement and cognitive engagement; physical engagement will be increased. One solution to consider is to build appropriate teaching methods. A tremendous and beneficial programme, a talented teacher with an outgoing approach to students, and an attractive teaching method would be solid motivations for students to go to class more regularly. If so, students come to the class not because of fear but love for their teachers.

However, students and parents highly appreciate the emotional engagement and cognitive engagement activities like internships in foreign companies, study tours in many countries and social activities. They believe that these activities do not only prepare their students to take on working and learning opportunities abroad in the future but also seen as a feature and

difference of the TNE programme. This makes students feel excited and proud of the programme they are studying. Thus, it is clear that the more engaged students in learning, the more effective the TNE programme will be.

In summary, when examining the relationship between the effectiveness of TNE programmes and four factors, including TNE curricula, student learning styles, student engagement, cultural differences, students and parents believe that cultural differences alone do not affect the TNE programme's effectiveness.

### **7.5. Government representatives.**

Because government representatives are responsible for monitoring activities and assessing foreign HEI, their opinions are from the perspective of a national educational activity manager.

When commenting on an effective TNE programme, the first thing that government representatives mentioned is that the TNE programme must meet the Vietnamese government's regulations on foreign cooperation and investment in the education sector as Decree 86 / 2018 / ND-CP. Accordingly, UK TNE programmes must be moderated for the quality of education in Vietnam or recognised by a competent authority in Vietnam for education quality. In addition, TNE programmes must still meet the requirements of the UK education programme (Vietnam Government, 2018). Thus, the issue of quality and quality control is the most crucial factor in the view of government representatives. This statement is entirely reasonable with the position and position of government representatives.

Besides, with the view that there is a positive relationship between the effectiveness of

the TNE programme and TNE curricula, the teaching content of the TNE programmes is also a great concern of government representatives. However, contrary to students and parents' opinion, government representatives argue that subjects like Marxist Philosophy are not necessarily removed to make room for Business start-ups and Specialised English; each subject equips students with Certain knowledge is relevant to the Vietnamese labour market. Also, they think there is a need for consistency and co-support between TNE's curriculum and teaching strategies to increase programme efficiency.

When talking about the impact of cultural differences, government representatives also agree with the employers that Vietnamese society is degree-driven. This is an advantage for TNE providers to develop effective TNE programmes in Vietnam because, as analysed above, all Vietnamese qualifications are recognised by UK qualifications are more valuable than the Vietnamese equivalents. According to the governments representatives, the relationship between the effectiveness of the TNE programme and culture differences is apparent; however, they pay much attention to how to motivate students in the learning process. It is a fact that the learning motivation of some students of the TNE programme is not high, possibly due to many reasons. First, some students have a prosperous family, and after graduation, they will take over their family's business no matter what they achieve in education. Secondly, due to the love of degrees, examination pressure across all education levels in Vietnam is very high, which sang students' learning motivation and forces them to study for the examination only. Thus, a concern of government representatives posing for TNE

providers is how to increase Vietnamese students interest in learning, right from the first days of school.

Talking about learning styles, government representatives are not much different from other stakeholders when they think that in order to improve the efficiency of the TNE program, it is necessary to change student learning styles. If students can change their learning method from passive to active, they can absorb a great deal of knowledge during the learning process, improve their academic achievement and increase their employability after graduation.

Similarly, when discussing the effects of student engagement on the effectiveness of TNE programmes, government representatives did not give much evidence, but they confirmed that when students are more engaged with their teachers and their study, they will know what, why, and how to learn. When students are interested and motivated in studying, they will want to learn more, learn better, and learn from their teachers and friends. Hence, student engagement will increase study motivation and then students' performance. As a result, the effectiveness of TNE programmes will be enhanced as well.

To short, according to government representatives, there is a relationship between for factors including TNE curricula, cultural differences, student learning styles, student engagement and the effectiveness of TNE programmes.

## **7.6. Employers**

Employers work directly with Vietnamese graduates, so they understand what they expect from students, and that is what they expect from an effective TNE programme.

UK qualifications are also crucial for employers, but for them, it is a testament to a student receiving an advanced education programme, not just a university degree. In addition, the advanced educational programme does not just stop at the equipment of specialised knowledge but also directs students to be active, creative and confident. Perhaps the fact that employers are faced with students from Vietnamese higher education programmes that are known but have poor skills makes them expect something new from students studying TNE programmes. Typically, employers have high importance and high demands on hard and soft skills.

Because of the importance of teaching content, employers strongly affirm that a TNE programme is effective or not considered in the quality of the output, i.e. whether graduates can meet the requirements of employers or not. Meanwhile, this depends mainly on the knowledge that students acquire through subjects designed in TNE curricula and teachers' teaching methods. Therefore, it is reasonable for employers to assume a relationship between the effectiveness of the TNE programme and TNE curricula.

When analysing the impact of cultural differences, employers do not have much practical experience to point out cultural differences between the UK and Vietnamese students.

However, with an understanding of the culture in Vietnam, the employer has stated that culture would influence how students embrace new challenges in studying and working, thus impacting the effectiveness of TNE programmes. TNE programme is considered a study programme with many differences from domestic educational programmes, both in curriculum, teaching methods, assessment methods and management methods. So with its high-risk avoidance feature, Vietnamese students tend to be afraid of facing new challenges, so they can find it challenging to adapt to the new curriculum of TNE programmes and new learning styles. Such avoidance can lead to ineffective learning of the subject, and accordingly, TNE programmes cannot be considered effective. Therefore, the problem that



employers raise for TNE providers is how to change the limitations in the learning style of Vietnamese students, thereby making students' learning more effective.

Besides talking about teaching styles, the employer also expressed the view that it is essential to build learning styles and teaching styles suitable for each other and suitable with the curriculum's teaching objectives. The fact is that while Vietnamese students pursue a passive learning style, expect many teachers; UK teachers again pursue an active, student-centred teaching style. This is like two parallel lines that prevent learners and teachers from ever meeting each other's expectations. Because student learning styles are closely linked to the effectiveness of the TNE programme, the problem that employers pose for TNE providers is how to change the limitations in Vietnamese students' learning style, thereby making learning students will become more efficient.

On the other hand, besides factors such as TNE curriculum, cultural differences, and student learning styles, employers also emphasise the importance of student engagement in contributing to a TNE programme's success. The engagement between the school and students can develop a good habit for students in dealing with relationships in the workplace in the future. When students realise the importance of engagement and how to build it up, they can master specific skills to increase their employee engagement in the future. This will help students to develop employability after graduation; this will make TNE programmes more effective.

In general, employers believed there is a relationship between four factors: TNE curricula, cultural differences, student learning styles, student engagement, and TNE programmes' effectiveness.

## **7.7. Chapter summary**

This chapter provides discussion related to how an effective TNE program and the relationship between four factors including TNE curricula, cultural differences, student learning styles, student engagement and the effectiveness of TNE programmes based on the perspectives of each group of stakeholders. Accordingly, the stakeholder groups said that there is a relationship between these four factors and the effectiveness of TNE programmes, and students and parent alone think that cultural differences have no impact on the effectiveness of the TNE program.

While different stakeholder groups may share a similar opinion on the effects of factors on TNE programmes' effectiveness, the reasons they think like that are very different. This issue is strongly influenced by the work and position they are holding. For example, while academic managers focus on macro-level curriculum design and education management issues, teachers' interest is often wrapped up in one classroom. While internal stakeholders often have a holistic view of student development such as a combination of specialized knowledge, hard skills and soft skills, students and parents often have only a more superficial view.

## Chapter 8: Conclusion

The last chapter of this thesis provides readers with a brief and general overview of analyses and findings presented in previous sections. Based on analysed results, several recommendations for designing ideal TNE programmes for Vietnam students in a transnational UK education context are outlined. Finally, before mentioning the contributions of this research, some suggestions for further research are offered.

### 8.1 Fulfilment of the research purposes

Due to increasing demand for tertiary education globally over the past decade, TNE is proliferating and has become an essential aspect of HE. There is a growing body of literature on TNE; however, there has been minimal discussion about the effectiveness of TNE programmes. In order to fill these research gaps, therefore, this dissertation has examined a full-scale model of factors influencing the success of TNE programmes based on experiences and expectations of several key stakeholders of TNE programmes such as TNE curricula, student learning styles, student engagement and cultural differences (research question 1 and 2). Furthermore, the study has come up with several suggestions for designing suitable TNE programmes for Vietnamese students within a transnational UK education context (research question 3).

The study sought to answer three research questions:

RQ1: What factors do influence the effectiveness of TNE programmes?

RQ2: Are there any cultural differences between the UK and Vietnam students which correlate with the factors affecting the effectiveness of TNE programmes?

RQ3: What are the ideal and practical ways to design TNE programmes for Vietnam students in a transnational UK education context?

The findings gathered in the previous chapter were used to answer these questions.

### ***8.1.1. The first research question (RQ1)***

In order to recognise the factors affect the effectiveness of TNE programmes, it is crucial to investigate what the effectiveness of TNE programmes is. Full understanding of the success of TNE programmes is an enormous challenge because there has been minimal discussion about the success of TNE in the previous research (see 3.1). Various definitions of effective education programmes have been found, however, the existing interpretation of effective TNE programmes is sparse. On the other hand, a majority of previous studies paid attention to students' perspective rather than other stakeholders. Therefore, accurately to draw the whole picture of the effectiveness of TNE programmes, different participants' perspectives should be taken into account.

Based on stakeholder theory of Freeman (1984) and supported by the model of Bolton and Nie (2010) and Mercado and Gibson (2013), stakeholders of TNE are classified into two groups, consisting of internal stakeholders and external stakeholders. Internal stakeholders include academic partners as TNE providers, administrators and academic staff engaged in delivery. External stakeholders are composed of students and their families as consumers, governments as enablers and regulators, employers, and the community as beneficiaries.

Although stakeholders with different roles usually have different expectations, when asked what the effective TNE programmes are, sometimes they share several common opinions. Most of them claimed that the effective programme must improve TNE programmes content, manage programme outcomes, boost employability after graduation, and possess high-quality teaching staff and administrators. However, when going to details, there were differences in viewpoints from different respondents.

During discussions on programme content and learning outputs, top managers would like to see TNE programmes in Vietnam matching the UK counterparts. Nevertheless, attempting to copy similar teaching and learning curriculum from the UK to Vietnam faces two challenging questions. Firstly, Vietnam has a different context compared with the UK's so that a number of subjects may become unsuitable. This had been mentioned in the research of Bolton and Nie (2010) and Tsang (2007). They

stated TNE programme content should be relevant to local and national educational markets (Bolton & Nie, 2010) or sets of tools, often assumed to be effective in Western cultures, need to be critically assessed in a Vietnam organisational context (Tsang, 2007). Notably, academic managers and government representatives point out the importance of quality accreditation in education and training. Accordingly, TNE programmes must fit in UK higher education framework and have to be internationally quality controlled or Vietnamese counterparts authorised by relevant international education institutions. This opinion is very compatible with the QAA organisation's idea when reviewing and enhancing the quality of TNE programmes presented in the latest report released on March 2021 (QAA, 2021).

Secondly, tuition fees will be over the roof because of the financial pressure when using all of the teaching staff, learning facilities and materials from the UK. Nevertheless, one surprising observation is that although the burden of expenses is huge, interviewees preferred using UK teaching and administrative staff to local ones. For managers, using UK staff would ensure the programmes in Vietnam are easily under control; while parents and students are in favour of foreign teachers because of differences in expertise, languages, and teaching styles. This finding supports the research of Raelin (2007) when discussing students' perspective on the role of teachers in creating effectiveness of TNE programmes.

In addition, students and parents argued that developing soft skills and social activities should be rated as top priorities; on the other hand, academic managers, teachers and government representatives pointed out that not only soft skills but specific knowledge and English need to be paid more attention to. Opinions of students and parents in this thesis are relatively new to those in previous studies, students and parents, and mainly focus on the collaborations/interactions between students and teachers/ administrators/ staff in education programmes (Beard & Harper, 2002; Kenny, 2003; Kennedy & Duffy, 2004; Moore, 1990) or the balance of power between teachers and students in education programmes (Raelin, 2007).

The differences between two groups of respondents shows that (1) the current state of educational programmes in Vietnam that heavily weighs theories, so parents and students feel the content are impractical; as a result, they decide to tackle the shortage by attending TNE programmes, and (2) students and parents seem to have a very one-sided look compared to different groups of respondents. Hence, effective TNE programmes do not only satisfy students' needs like recommendations of Miliszewska and Sztendur (2011) but are balanced and completed between relevant theoretical and functional knowledge in order to meet the demand of the market as the conclusion of Bolton and Nie (2010).

Besides, some other criteria were raised and paid attention to by some respondents. Several students believed that an effective TNE programme has to possess valuable learning resources and excellent facilities. Whilst academic managers keep an eye on the long-term development of programme content, some students and parents are interested in comparing and taking advantage of the competitive tuition fee.

Next, in order to identify factors may affect the effectiveness of TNE programmes, a theoretical framework was explored by reviewing literature, including outcome-based education theory (Spady, 1994), learning styles theory (Kobl, 1994), student involvement (engagement) theory (Kahn, 1990; Burch et al., 2015; Lewis et al., 2015) and cultural differences theory (Hampden-Turner & Trompenaars, 1997). In other words, a full-scale model of factors influencing the success of TNE programmes, such as the TNE programme content, student learning styles, student engagement and cultural differences, was investigated.

It is surprising that the majority of interviewees stated that there is a relationship between TNE curricula, student learning styles, student engagement, cultural differences and the effectiveness of TNE programmes. Firstly, for TNE curricula, four aspects were stressed by interviewees due to their importance when designing TNE curricula, including learning outcomes, the list of subjects, the content of each subject, and teaching strategies. Apart from common outcomes for all of the programmes such as English proficiency standard for graduates, advanced level of soft skills, each

primary speciality asked for typical requirements designed to be suitable with labour market's demand. This demand not only plays a vital role in setting up learning outcomes but is the main determinant of pricing the programme as well as building the list of subjects and the content of each. When the demand got changed, a TNE curricula needs to be re-assessed and modified in order to meet new requirements from the market. This conclusion is in line with the claim of Bolton and Nie (2010) mentioning that the success of TNE programmes should be relevant to employers/ labour market needs (Bolton & Nie, 2010). Therefore, once again, the question of what impact the context of a TNE programme could create, and subsequently, whether duplicating an educational programme from the UK to Vietnam is a right move needs to be considered.

All of the respondents believed that there is a relationship between the effectiveness of TNE and the TNE curricula. Most of them, directly or indirectly, mentioned that an effective TNE programme must increase students' employability after graduation. This as discussed above, totally depends on the TNE curricula. If TNE curricula are designed based on the demand of the labour market when students graduate, they will meet the fundamental requirements of the recruiters. Besides, some respondents pointed out that the effectiveness of the programme goes along with students and parents' needs and expectations because, ultimately, TNE programmes could be seen as an educational product and students and parents are consumers. To satisfy, therefore, their needs and expectations, focusing on TNE curricula is essential.

Secondly, regarding cultural differences, based on the seven cultural dimensions in Trompenaars and Hampden-Turner's model (Hampden-Turner & Trompenaars, 1993), several conclusions related to the general characteristics of Vietnamese students have been explored. Vietnam is a country following communitarianism so that individual tendency for each Vietnamese student is not high. Students are under control and are strongly affected by their parents and teachers all the time from home to school. As a result, their independence is low and weak, especially in making decisions. They, hence, tend to prefer teamwork to deal with individual tasks. Moreover, being shy and lacking in confidence does not help either as the students find it hard to express and defend the viewpoints; they have a tendency to "beat around the bush" instead of directly tackling the issues. For Vietnamese students, teachers are

always seen as above them in the hierarchy, just like parents at home; therefore, they do not question teachers' opinions as a way of showing respect. Vietnamese students are, furthermore, afraid to explore new things or welcome new challenges. They, as a result, may tend to take classes taught by familiar lecturers or to study with their close friends. This finding strengthens the findings of Chen and Partington published in 2004 as well as Bălănuș and Vreja come out in 2013 (Bălănuș & Vreja, 2013; Chen & Partington, 2004).

The majority of interviewees believed that there is a relationship between the effectiveness of TNE programmes and cultural differences. First of all, culture would influence the way in which students embrace new challenges in studying and working, and thus impact the effectiveness of TNE programmes. Secondly, culture results in teaching and study strategies, and hence would impact the effectiveness of TNE programmes. However, only parents and students, insisted that cultural differences do not affect the effectiveness of TNE programmes as Vietnam is opening up and adapting to globalisation and students are open-minded and flexible under this circumstance. Hence, Vietnamese students taking on a TNE from the UK will have the same effect the UK students receive when learning similar educational content.

Thirdly, for learning styles, although the interviewer presented several learning styles' definitions, the respondents insisted that there are not many differences among Vietnamese students in terms of learning styles. This is against the viewpoints that learning styles are individuals' preferences supporting students to engage in learning process represented Borich and Tombari (1997), Ehrman and Oxford (1990), Hohn (1995), and Reid (1995). This will be discussed more closely in the next section 8.1.2.

When asked about differences between Vietnamese and UK students, the respondents pointed out these main points including independent ability, active versus passive learning styles, decision-making ability and study motivation. As mentioned before, Vietnamese students depend on their parents and teachers in decision making. They have a habit of listening to and easily accepting others' opinions without arguing or critical thinking. An individual learning process is influenced by their family



members so that they do not have high learning motivation for their own sake. In addition, Vietnamese students are hard-working but take things for granted without filtering or questioning. Therefore, their learning performance may be excellent, but they are not highly rated in terms of practicality.

Interestingly, all respondents agreed that there is a relationship between learning styles and the effectiveness of TNE programmes. The reasons for this can be divided into two main groups: one relates to the way students gain knowledge, and the other refers to teachers' motivation and teaching strategy. If a programme has a suitable learning style that helps students to gain more knowledge, it can be considered more effective. Similarly, understanding students' learning styles would help teachers to be more interested in their teaching job, and thus they would deliver knowledge and expertise more successfully. However, there are two questions raised by academic managers and teachers that are: (1) is keeping the learning style of Vietnamese students a good idea?, and (2) Is it necessary to change the teaching methods in order to meet the passive learning style of Vietnamese students? The answer to these two questions will be addressed in the next section of this chapter.

Finally, when asked about students' engagement, the majority of respondents stated that physical engagement, and more specifically, attendance checking, is the one applied most but which does not bring high reward as it only leads to the fact for some students that the checking is the main reason for coming to the school. All respondents said that emotional engagement and cognitive engagement should be developed as priorities. This finding is in the same line with conclusions of Lewis et al., (2015) by stating that students who get more involved in classes, will have better learning achievement than those are less engaged. Therefore, out-of-hour activities, clubs, and visiting tours were arranged to ensure students to become more fascinated with learning. Besides, frequent communication between schools and parents, and between teachers and students definitely help all sides understand each other more, and hence students become more engaged.

Likewise, to student learning styles, respondents mentioned that there is a relationship between student engagement and the effectiveness of TNE programmes. In fact, if students can engage effectively with teachers, administrators, and academic managers, they can understand those in terms of interest and

expectations and vice versa; this should become a win-win situation. Moreover, via the engagement, students have more information about the learning process, and subsequently, they will have more study motivation. Furthermore, the engagement between the school and students can develop a good habit for students in dealing with relationships in the workplace in the future.

In summary, regarding the first research question, all respondents agreed that there is a relationship between TNE curriculum, student learning styles, student engagement and the effectiveness of TNE programmes. Besides, the majority of interviewees believed that there is a relationship between cultural differences and the effectiveness of TNE programmes.

#### ***8.1.2. The second research question (RQ2)***

The second research question gives an account of the role of cultural differences in high-quality TNE programmes. As mentioned above, cultural distinctions play an essential role when exerting influences on the effectiveness of TNE programmes. However, do cultural differences also affect the strength of the relationship between other factors and the success of TNE programmes?

During the discussion of the relationship between cultural differences and student learning styles, most of the interviewees believed that learning styles stem from culture. Once again, most of the interviewees believed that student learning styles are similar between members of the same culture, and thus different cultures form different learning styles. Nevertheless, academic manager AB2 and administrative staff AS3 argued that student learning styles vary across individual learners. It may be true that the majority of Vietnamese students still possess passive styles, but many other students have active learning styles. According to academic manager AB2 and administrative staff AS3, therefore, there is no relationship between student learning styles and cultural differences.

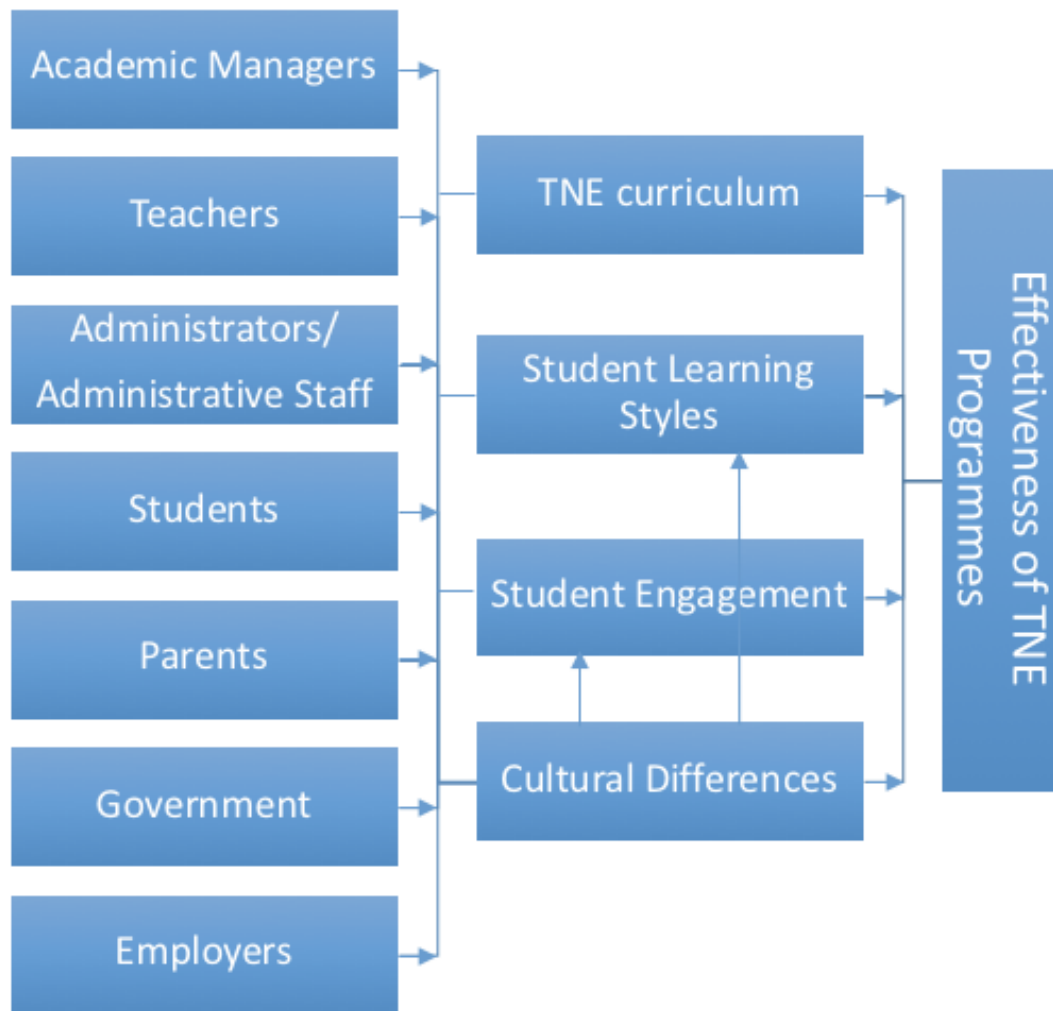
One issue needed to address is while many researchers had insisted that learning styles are individuals' preferences supporting students to engage in learning process (Borich and Tombari, 1997; Ehrman and Oxford, 1990; Hohn, 1995; Reid, 1995), why did most of the interviewees in this study still believe that learning styles between Vietnamese students are similar? This may come from a homogeneous

culture in Vietnam in which differences are supposed to be removed, and then everyone's objectives become identical. This also supports the suggestion that culture plays a vital role in student learning styles.

Similarly, for student learning styles, the majority of the respondents believed that Vietnamese culture is collectivism, so Vietnamese students are more engaged with their teachers, their schools, and their friends. Meanwhile academic managers AS4, teacher TS1 and student SB2 argued that the need and level of engagement of individual are personal and do not relate to any aspects of culture.

To conclude, this thesis demonstrated a model presented diagrammatically in Figure 8.1.

Figure 8.1 Factors affecting the effectiveness of TNE programmes



Source: Self- elaboration

### 8.1.3. *The third research question (RQ3)*

Drawing on the discussion of the effectiveness of TNE programmes, several suggestions for designing ideal TNE programmes for Vietnam students in a transnational UK education context are listed below:

For academic managers, identifying the appropriate tuition fee is one of the keys to make TNE programmes more competitive. As discussed above, Vietnam geography is divided into three areas: North, Central and South with significant asymmetrical per capita income. The North with Hanoi, the

capital and the South with Ho Chi Minh City are locations attracting high population with high living standards and high income. This is a plus for developing TNE programme. However, the number of TNE providers already makes for fierce competition. On the other hand, provinces in the Central area, although with a lower level of income, can become a promising location for advanced educational programmes from developed countries. To be able to attract students whose family budget for education is lower than those living in the North and South, the tuition fee at the campuses in the Central area needs to be lower and more reasonable than that of TNE providers in the North and South areas. With a fair pricing system, it is believed that the programme can be attractive not only for local students in the Central but for those who cannot afford the higher tuition fee from the North and the South that are only one aeroplane-flying hour.

Setting up a competitive tuition fee at campuses in the Central area is not an impossible objective as the expenses, such as investment in infrastructure or wages in these provinces and cities are low compared to other areas. However, what kinds of teaching staff to use is a concern that should be taken into consideration. As analysed above, using UK staff is the preference for managers, students and parents, but it has some disadvantages in terms of cost and time. Sending UK teaching staff to campuses in Vietnam not only incurs travel expenses but daily spending and accommodation; especially as their wages are higher to those of Vietnamese counterparts. Besides, using UK teaching staff forces students to cover a high number of subjects in a short period of time, so the lecturers only stay at the campus for as short a period as possible. Rushing in teaching and learning for one week or two can cause massive trouble for students in gaining knowledge and in doing homework, developing teamwork, and preparing for presentations. The top managers can, therefore, consider using qualified teachers from countries with a high level of education or Vietnamese teachers obtaining their qualifications from developed countries.

If, for example, UK universities have campuses in some countries in Asia like Singapore or the Philippines, they can bring lecturers from these campuses to Vietnam to teach. This can reduce some of the financial pressure but still ensure the school meet the demand of learning with foreign teachers from most of the Vietnamese students and their parents. Also, recruiting Vietnamese teachers who

pursued their higher education degrees in developed countries should be given more attention.

However, using lecturers that are not from the UK needs to be promoted in advance in order not to upset the learners and their parents. Providing the lecturers' profile with their qualifications and research work would assure and satisfy the learners.

For programme content, one big question is whether differences in context have an impact on the curriculum. In fact, it is evident that copying exactly the same educational content in the UK to the Vietnamese context can cause failure as it does not meet the demand of the labour market. Making the changes, however, in the teaching and learning process are not welcome by all respondents because some of them fear that the changes can damage the merits of an advanced programme. As a result, taking into the context and the demands of the labour market in Vietnam, a TNE programme designer can make appropriate adjustments. Especially, they should do so more regularly in order to match the requirements from a dynamic labour market in Vietnam. Whenever the market changes, the programme curriculum and learning resources should be modified in response.

Changing the content or using teachers from different sources, more or less, will affect the quality of an educational programme. Therefore, top managers of these programmes should take quality assurance into account. At the same time, The Ministry of Education and Training needs to come up with a system to check and control the quality of TNE programmes so that Vietnamese students can attend high-quality programmes when they study in Vietnam.

The next suggestion is to run more English classes as a supplement. Although the current TNE programmes require IELTS 6.0 as English proficiency, students usually face difficulties in learning due to the language barrier. This was confirmed by the student group of respondents. This may come from the fact that English for IELTS test and English for economics and business are totally different. Improving the latter, therefore, is a necessity for students.

Teachers, who have the most interactions with students, can be the main determinant of the success of a TNE programme. As discussed in Chapter 6, Vietnamese students have typical characteristics formed under the impact of culture; therefore, before lecturing, the teachers should be armed with

more information of the students they will teach regarding learning style, culture, and level of education. This helps the teachers not to feel shocked when experiencing the differences between Vietnamese and UK students.

Moreover, as stressed before, changing Vietnamese students' learning style from passive to active is necessary but difficult, and in fact, there have been many teachers failing to do so as they have applied uncompromising approaches. Hence, research to know more about students' backgrounds will help teachers to have more suitable, flexible and inspiring teaching methods. This is even more important for those who are in charge of the class in the first year when all students are not familiar with the new learning and teaching environment. As the first-year progresses a gradual change in the balance of high-level integrated academic support can shift to towards support of more independent learning, to better prepare students for vertical integration with the next year of study.

The reality confirmed that engagement between groups, such as between the school and parents or between teachers and students is critical. Although the participation of Vietnamese students' parents is a new thing to teaching and administrative staff from the UK, it is a norm that cannot be changed anytime soon in Vietnam. In the early phase of any TNE programme, if the providers do not provide enough convincing information to the parents, they cannot attract enough students to attend.

During the teaching and learning process, communication between teachers and students should be boosted in order not to make the students feel lonely in adopting new teaching and assessment approaches. They need to be informed in advance with a clear outline of the course structure, the requirements, method of teaching delivery, assessment approaches, and so on. Besides, students should be clearly advised that soft skills and social activities are as important as speciality knowledge and hard skills.

On the other hand, accessing the student's voice enables richness, depth and understanding of the student journey to be heard and acted upon. Meetings for listening to students' opinions and recommendations need to be held frequently in order to make appropriate adjustments.

## 8.2. Contribution of this research

### 8.2.1. *Theoretical contributions*

This thesis aimed to explore the conception of the effectiveness of TNE programmes. Further, this research seeks to identify which factors affect the effectiveness of TNE programmes. To the best of the researcher's knowledge, there was little evidence prior to this thesis to understand these issues in a TNE context. By filling these gaps, this research has theoretical and practical contributions. First of all, there are four main theoretical contributions to the literature on TNE programmes in higher education.

#### 8.2.1.1. *The first theoretical contribution*

As discussed in chapter 4 – theoretical framework, most of the research focused on students' perspective on the success of education programmes/ TNE programmes (Wilkins et al., 2012; Wilkins & Stephens, 2013). One of the famous studies on this topic is Miliszewska's study (2009) about developing a model consisting of critical success attributes for effective distance education programmes. However, Miliszewska also focused on getting students' opinions only through a survey and group interviews. This does suffer from the fact that it is not only students concerned about the effectiveness of distance education programme. As previously indicated, there are several different TNE programmes participants, and all of them drew attention to the success of programmes. Besides, as highlighted in section 4.2 to 4.5 of chapter four, many previous studies analysed factors affecting the effectiveness of education programmes. It, however, is crucial to ask whether the reliability and validity of these findings could apply to all situations. This means whether these findings, which are valid with education programmes, could be true with TNE programmes. Besides, most of the researches focused on students' perspective on the success of education programmes/ TNE programmes. There is no reliable evidence about other stakeholders' concern, such as academic managers, teachers, parents, governments, and employers.

This thesis pointed out that the idea of focusing only on student's perspectives to build up effective



TNE programmes is unilateral. A system of key participants of TNE programmes has been shown. The stakeholder theory of Freeman (1984) could be seen at the heart of the understanding of generating the effectiveness of TNE programmes. The main idea of stakeholder theory is to accumulate as much wealth as possible for critical participants, without using of trade-offs (Freeman, 1984). According to the theory, stakeholders of TNE are classified into two groups, consisting of internal stakeholders and external stakeholders. Internal stakeholders include academic partners as TNE providers, administrators and academic staff engaged in delivery. External stakeholders are composed of students and their families as consumers, governments as enablers and regulators, employers, and the community as beneficiaries. Closely examining the stakeholders of TNE will make research topics of TNE, not only TNE programmes' effectiveness, clear and comprehensive because different stakeholders play different roles, and thus they have different perspectives and experiences toward the effectiveness TNE programmes.

#### *8.2.1.2. The second theoretical contributions*

Despite existing literature contributing to debates on quality assurance in TNE (Coleman, 2003; Dos Santos, 2002), the regulation of TNE in host countries (McBurnie & Ziguras, 2001), student satisfaction in TNE (Wilkins et al., 2012; Wilkins & Stephens, 2013) and cultural differences in TNE (Greenholtz, 2000; Heffernan et al., 2010; Pimpa, 2009), so far, there has been minimal discussion about the effectiveness of TNE programmes.

Hence, the second original contribution is to identify the idea of “the effectiveness of TNE programmes” by exploring respondents' perspectives on the effectiveness of a TNE programme. Criteria used to assess what makes a TNE programme effective such as improving TNE programmes content, managing programme outcomes, boosting the employability after graduation, and possessing high-quality teaching staff and administrators.

Moreover, the study shows differences between the viewpoints of different stakeholders on the effectiveness of TNE programmes. Academic managers focus on building an effective TNE programme by selecting courses compatible with the requirements of the labour market while ensuring

equivalent to the programme delivered in UK universities. Besides, quality assurance and quality assessment are also the top priority issue of academic managers and government representatives. Meanwhile, teachers focus on more detailed issues regarding the effectiveness of TNE programmes, such as the content of each subject, the interaction between teachers and students in the classroom. Also, students, parents and employers tend to expect TNE programmes to satisfy their own unique needs.

The above discoveries are considered completely new and have never been exploited in previous studies, giving readers a more comprehensive understanding of TNE programmes' effectiveness under the views of providers and administrators, product managers and users.

#### *8.2.1.3. The third theoretical contributions*

Importantly, the findings from this study contribute to an emerging body of knowledge, debates and studies in the area of TNE in higher education by exploring a model assessing the impact of four factors including TNE curricula, students learning styles, student engagement, and cultural differences on the effectiveness of TNE programmes (Figure 8.1). The model is built based on theoretical conceptions of stakeholder (Freeman, 1984), OBE (Spady, 1994), student learning styles (Kolb, 1984), student involvement (Burch et al., 2015; Kahn, 1990; Lewis et al., 2015) and cultural differences (Hampden-Turner & Trompenaars, 1993). On the one hand, the model was drawn based on two case studies of UK TNE in Vietnam, once again, confirms the validity of five theories including stakeholder theory, the theory of outcome-based education (OBE), theory of student learning styles, theory of student involvement (engagement) and theory of cultural differences. On the other hand, the findings can be considered as the first model in the relevant literature that evaluates the effectiveness of TNE programmes.

#### *8.2.1.4. The fourth theoretical contributions*

The last theoretical contribution is that this research acknowledges the importance of cultural differences in a TNE programme's success. This once again confirms some previous authors'

conclusions (Eldridge & Cranston, 2009; Heffernan et al., 2010; Pimpa, 2009; Tharapos, 2015; Wilkins et al., 2012). However, the topic's findings confirm the role of cultural differences in general and indicate cultural differences are not only the factor directly influencing the effectiveness of the TNE programme. The differences exert an impact on the other two factors of the model that are learning styles and student engagement. Due to its vital role, culture should be paid enough attention; otherwise, TNE providers will find it challenging to succeed.

### ***8.2.2. Practical contributions***

Apart from four theoretical contributions, this research makes two important practical contributions to the field of HEI management and operation in general and development TNE programmes in particular.

#### *8.2.2.1. The first practical contribution*

As analysed above, this research provided the concept of “the effectiveness of TNE programmes” as well as a model evaluating the effectiveness of TNE programmes. Therefore, the model and findings could be useful for TNE providers in developing successful TNE programmes. It is believed that the research findings could have direct or indirect implications for the TNE curriculum design and even policy making. In other words, TNE providers will see which factors influencing the success of TNE programmes as well as understand more the feelings and expectations of their employees (academic staff), customers (students and parents), and managers (governments). By doing so, TNE providers will be able to blueprint suitable strategies and policies.

Besides, the findings of students and parents' perceptions of the effectiveness of TNE could be a useful reference for teachers to enhance their teaching. Thereby, teachers can better understand the pressure students receive when facing a new TNE curriculum or a new learning style to have certain modifications in their teaching method. They also better understand students' expectations about the combination of theory and practice in each subject and thus have compatible teaching content designs.

More importantly, teachers also better understand the importance of cultural differences in order to have appropriate behaviour for both students and themselves.

At the same time, students, parents, and employers can reap benefits from this thesis's findings as they are beneficial from an effective TNE programme. Many studies analyse the students' perceptions regarding TNE programmes, but this is the first study that concerns parents' perceptions. This stems from Vietnamese culture, where the TNE programme clients are not only students but also parents. Therefore, the findings related to parents in this research's wishes can help TNE providers have the right strategies in attracting customers.

#### *8.2.2.2. The second practical contribution*

Besides, as mentioned in chapter 4, there has been an increasing interest in the delivery TNE programmes from popular TNE providers, such as the UK, the US and Australia, to Asian countries where host the highest figure of TNE programmes as well as provide the most significant number of TNE students. However, far too little attention has been paid to the TNE programmes providing by the UK to Vietnam. Hence, this thesis also has a practical contribution by examining the development of TNE programmes offered by UK providers to Vietnam and providing several suggestions for design suitable TNE programmes in Vietnam within a UK context. Recommendations presented in section 8.1.3 are created based on research findings as well as typical characteristics of the labour market in Vietnam. It is believed that this thesis makes essential contributions to the current topic of interest and perhaps it will create even more discussed areas of interest for TNE providers in the future.

### **8.3. Suggestions for further research**

This study was conducted by interviewing 24 participants at two HEIs / universities partnered with high-quality UK universities. The first university is located in Hanoi, Vietnam's capital and the second one is located in the central of Vietnam. Thereby, this research built a model indicating the

relationships of four key factors: TNE curricula, students learning style, student engagement, cultural differences, and the effectiveness of TNE programmes.

The findings suggest possible further research focusing on this current model but with a larger scale at more colleges and more interviewees to collect more information, explore more ideas, or confirm founded factors. For instance, further research can be carried out at, at least three universities in three different areas: Hanoi City (capital), Danang City and Ho Chi Minh City. These are three major cities located in the North, Central and South, with the highest economic growth rates in Vietnam. These are also considered attractive markets for the development of TNE programmes. Gathering opinions from people from three different economic and cultural regions can provide much interesting and diverse information. This new study is expected to fix some limitations of this thesis related to the number of case studies and interviewees. Furthermore, this study is expected to show whether differences in economic development between different regions affect the perception of TNE programmes' effectiveness.

In addition to expanding survey subjects to HEIs / universities providing TNE programmes in Vietnam, further research can be expanded in terms of targeted groups of interviewees, universities in other countries which have different levels of higher education and in those which are in different stages of TNE programmes development. The model can and should be tested beyond Vietnam. In fact, a joint research project titled: Factors Affecting the Effectiveness of Transnational Education (TNE) Programmes – The Development of TNE in Oman within a Transnational UK Education Context is being carried out in the Sultanate of Oman by the researcher and her colleagues. This research aimed, similarly, to (1) identify critical participants of TNE programmes in Oman, (2) identify and explore the idea of “the effectiveness of TNE programmes”, (3) examine the development of TNE programmes offered by UK providers to Oman and (4) provide several suggestions for the design of suitable TNE programmes in Oman in a transnational UK education context.

The research in Oman or other similar further research can be used as a means of re-assessing as well as strengthening the model induced in this thesis. By doing so, the model, at some later stages when a

number of qualitative pieces of research have been done, can be quantified with clear and comprehensive dependent and independent variables. The model, at that time, can be used as a cornerstone for all educational researchers and practitioners when doing things related to TNE programmes.

Another research direction that could be implemented in the future is when researching different countries, utilising factors regarding student learning styles, student engagement, and cultural differences can be made to explore the differences between students in these countries. This study shows that cultural differences affect the effectiveness of TNE programmes, but cultural differences also affect student learning styles and student engagement. Thus, when doing similar research in different countries in the future, this can help us better understand how and which directions differences in culture influence the effectiveness of the TNE programme and the student engagement and student learning styles.

Another line of research that is directly suggested by my findings is to reproduce this study in the future. This means, after a certain period of time, two or three years later for example, the 24 respondents in this thesis will be invited to attend another interview. They will be asked the same questions they were asked in this study. This reproduction at different time points will show any changes in perception of the respondents, and how they react and answer the same concerns of TNE programmes. At some points in the future, for example, when academic managers, teachers or administrators have different experiences of teaching and managing in Vietnam, their viewpoints of TNE programmes may change, more or less. Similarly, student group graduating from TNE programmes will have a job and start their long career. When asked about TNE once again, they can name what they "do" and "don't" if they had a chance to sit at classes of TNE programmes, as well as what "work" and "not work" during their time that now can exert on significant impacts on their job and career. Furthermore, the reproduced research method can deeper investigate how and where the changes in perception come from and whether culture shed light on these changes.

Another suggestion for future research might consider re-implementing the topic after a few years, five years later, for example, when the TNE programme in Vietnam will be strongly developed with more international students coming to study in Vietnam. At that time, cultural differences will be more unique and complicated. Likewise, when Vietnam integrates into the global economy and development, more and more MNEs and migrants will come. As a result, the local culture, to some extent, may be affected. The question that is difficult to predict is in what direction will the impact of that culture change? Will the students be more strongly influenced by culture, or will the young people integrate into the global culture? Subsequently, what role changes, if any, in learning styles and student engagement would play under the new framework of the TNE programme. These changes will be research gaps needed to be bridged in the future.

#### **8.4. Chapter summary**

In conclusion, the dissertation has found that there is a relationship between four factors, including TNE curriculum, student learning styles, student engagement, cultural differences and the effectiveness of TNE programmes. Furthermore, based on the majority of respondents, cultural differences also affect the strength of the relationship between student learning styles, student engagement and the effectiveness of TNE programmes. As a consequence, a model examining the effectiveness of TNE programmes was created. Besides, several recommendations for designing suitable TNE programmes in Vietnam within UK education context were suggested.

The system of TNE's key stakeholders, the concept of the effectiveness of TNE programmes and the model evaluating the effectiveness of TNE programmes could be seen as several main theoretical contributions to the literature on TNE programmes in HE. Moreover, the findings have important implications for policymaking, curriculum design and strategies for cooperation regarding TNE in general and UK TNE in Vietnam in particular.

Last but not least, this research is not free from limitations, therefore, several suggestions for future studies were recommended.

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**Appendix 1: Research invitation email (English version)**

Nam Phuong Phung  
 11<sup>th</sup> Floor – Main Building  
 Aston Business School  
 Aston University  
 Date

Dear *[Name of Potential Participant]*

My name is Phuong Nam Phung and I am a PhD student at Aston Business School, Aston University. I am conducting a research study as part of a PhD programme in Management under the supervision of Prof. Helen Higson and Dr. Sue Garton, Aston University.

My research title is “Factors Affecting the Effectiveness of Transnational Education Programmes (TNE) – The Development of TNE in Vietnam within a Transnational UK Education Context”. TNE programmes refer to education activities or programmes that operate across national borders of a provider’s country to meet a demand of learners whose study is based in a country that is different from the one in which the awarding institution is located.

I am interested in the increasing globalisation of higher education, and the role of the UK which is becoming the foremost TNE provider in the world delivering 49% of the TNE programmes in Asia. There is a question as to whether higher education programmes designed for UK students work well outside the UK in places like Vietnam where TNE still represents a small fraction of HE activity. My study, therefore, aims to explore factors affecting the effectiveness of TNE programmes and to provide suggestions for the design of suitable TNE programmes for Vietnam students within a transnational UK education context.

I would like to invite you to take part in my research study and enclose a Participant Information Sheet for the study which provides more details about the study. Participation is of course voluntary but if you are interested in participating or would like more information about the study please feel free to contact me.

Thank you for taking time to consider participating in my study.

Yours Sincerely

Nam Phuong Phung

**Appendix 2: Research invitation email (Vietnamese version)**

Nam Phuong Phung  
 11<sup>th</sup> Floor – Main Building  
 Aston Business School  
 Aston University  
 Date

Dear *[Name of Potential Participant]*

Tôi tên là Phùng Nam Phương, là giảng viên khoa Thương Mại, trường Đại học Kinh tế Đà Nẵng và là nghiên cứu sinh tại trường Đại học Aston, Vương quốc Anh. Tôi đang thực hiện nghiên cứu “Các Nhân Tố Tác Động đến Hiệu Quả của Chương Trình Giáo Dục Xuyên Quốc Gia (TNE) – Sự Phát Triển của Chương Trình Giáo Dục Xuyên Quốc Gia của Vương Quốc Anh tại Việt Nam” dưới sự hướng dẫn của giáo sư Helen Higson và tiến sĩ Sue Garton, đại học Aston.

TNE là các hoạt động hoặc chương trình giáo dục được tổ chức ở phạm vi quốc tế nhằm thỏa mãn nhu cầu của người học, trong đó việc học được thực hiện tại quốc gia khác với trụ sở của nhà cung cấp TNE. Tôi đặc biệt quan tâm đến sự phát triển của TNE như một sự toàn cầu hóa của giáo dục đại học và bên cạnh đó, Vương quốc Anh đang trở thành nhà cung cấp TNE hàng đầu thế giới với hơn 49% thị phần tại Châu Á. Một câu hỏi được đặt ra là liệu rằng một chương trình giáo dục được thiết kế riêng cho sinh viên Anh quốc sẽ thích hợp với những sinh viên thuộc các quốc gia khác, thí dụ Việt Nam- nơi mà TNE đang chiếm một thị phần khá nhỏ. Vì vậy, nghiên cứu của tôi sẽ tìm hiểu các nhân tố tác động đến hiệu quả của chương trình TNE và cung cấp một số kiến nghị nhằm thiết kế một chương trình TNE của vương quốc Anh phù hợp với sinh viên Việt Nam.

Tôi muốn mời ông tham gia vào đề tài này nhằm chia sẻ các kinh nghiệm và sự hiểu biết liên quan đến chương trình TNE. Ông vui lòng xem thêm các thông tin liên quan đến đề tài trong các file đính kèm.

Tôi xin cảm ơn ông đã dành thời gian cân nhắc và rất mong nhận được sự đồng ý tham gia của ông trong thời gian sớm nhất.

Trân trọng,  
 Phùng Nam Phương.

### Appendix 3: Participant Information Sheet (English version)



Aston University

## Participant Information Sheet

**Title:** Factors Affecting the Effectiveness of Transnational Education Programmes (TNE) – The Development of TNE in Vietnam within a Transnational UK Education Context.

**Researcher:** Phuong Nam Phung, Aston University, the UK ([phungpn@aston.ac.uk](mailto:phungpn@aston.ac.uk))

**Supervisors:** Prof. Helen Higson ([helen.higson@aston.ac.uk](mailto:helen.higson@aston.ac.uk)) and Dr. Sue Garton ([s.garton@aston.ac.uk](mailto:s.garton@aston.ac.uk)), Aston University, the UK.

**Invitation:** You are being invited to participate in a research study. Before you decide if you would like to participate, it is important for you to understand why the study is being done and what would be involved. Please take the time to read the following information carefully, and discuss with friends and family, if you wish.

Please feel free to ask us about anything that is not clear, or if you would like more information. Take time to decide whether or not you would like to participate.

**Aims:** The study aims to explore factors affecting the effectiveness of TNE programmes and to provide suggestions for designing suitable TNE programmes for Vietnam students within a transnational UK education context.

**Method of Study:** Two case studies will be used to collect qualitative interview data from participants in TNE programmes who have particular knowledge, understanding and experiences in TNE. Face-to-face interviews and Skype interviews will be used with a preference for face-to-face interviews. Video recording of the interviews will be undertaken with the agreement of the participants. The interviews will take approximately 60-90 minutes. The transcripts will be transferred to the interviewees for validating and checking.

**Benefits of being in the study** Whilst there is no direct benefit from being involved in the study it is hoped that the study will contribute to the development of theoretical knowledge of TNE as well as the growth of TNE in Vietnam. Each participant will be offered a copy of the results once the study is completed.

**Risks of being in the study:** There are no significant risks associated with being involved in the study.

**Compensation:** There is no compensation for taking part in this study.

**Confidentiality and anonymity:** All data collected will be anonymised using a coding system. No names or personal information that could identify participants' identity will be used in any written reports relevant to this study. Hard copies of data will be stored securely in locked physical storage. Personal data and any video/audio recordings will be destroyed 12 months after completion of the research.

**Consenting to Participate and withdrawing from the study:** Participation is are voluntary and participants can withdraw from the study at any time, before, during or after the interviews, without giving any reason.

**What if I have a concern about the study:** If you have any concerns about anything to do with this study, please speak to the researcher or Professor Higson and they will do their best to answer your questions. Their contact details can be found at the top of this information sheet.

If they are unable to address your concerns or you wish to make a complaint about how the study is being conducted you should contact the Aston University Director of Governance, Mr. John Walter, [j.g.walter@aston.ac.uk](mailto:j.g.walter@aston.ac.uk) or telephone 0121 204 4665.

**Thank you for taking time to consider participating in this study.**

#### Appendix 4: Participant Information Sheet (Vietnamese version)



Aston University

### Thông Tin Dành Cho Người Tham Gia

**Đề tài:** Các Nhân Tố Tác Động đến Hiệu Quả của Chương Trình Giáo Dục Xuyên Quốc Gia (TNE) – Sự Phát Triển của Chương Trình Giáo Dục Xuyên Quốc Gia của Vương Quốc Anh tại Việt Nam

**Người nghiên cứu:** Phùng Nam Phương, Đại học Aston, Vương quốc Anh (phungpn@aston.ac.uk)

**Giáo sư hướng dẫn:** Giáo sư Helen Higson (helen.higson@aston.ac.uk) và Tiến sĩ Sue Garton (s.garton@aston.ac.uk), Đại học Aston University, Vương quốc Anh.

**Lời mời:** Ông/bà được mời tham gia vào đề tài này nhằm chia sẻ các kinh nghiệm, sự hiểu biết và những mong đợi về chương trình TNE. Trước khi đưa ra quyết định, ông/bà vui lòng đọc kỹ các thông tin liên quan đến đề tài. Nếu ông/bà cần thêm bất kỳ thông tin nào, xin vui lòng liên hệ với tôi hoặc giáo sư hướng dẫn của tôi để biết thêm chi tiết.

**Mục tiêu nghiên cứu:** Đề tài sẽ đóng góp vào hệ thống lý luận của chương trình TNE ở bậc đại học thông qua việc xây dựng một mô hình bao gồm các nhân tố tác động đến hiệu quả của chương trình TNE. Bên cạnh đó, nghiên cứu sẽ đề xuất một số gợi ý cho việc thiết kế một chương trình TNE của vương quốc Anh phù hợp với sinh viên Việt Nam.

**Phương pháp nghiên cứu:** Phỏng vấn bán cấu trúc sẽ được áp dụng trong đề tài nhằm khai thác những vấn đề liên quan đến hiệu quả của chương trình TNE. Phỏng vấn trực tiếp và phỏng vấn qua Skype sẽ được thực hiện. Quá trình phỏng vấn sẽ được thu hình nếu được sự chấp thuận của người tham gia. Buổi phỏng vấn sẽ kéo dài trong khoảng 60-90 phút. Bản tường thuật nội dung của buổi nói chuyện sẽ được gửi đến người được phỏng vấn để kiểm tra chi tiết các thông tin.

**Lợi ích của người tham gia:** Thông qua việc tham gia vào đề tài này, người được phỏng vấn sẽ có những đóng góp tích cực vào sự phát triển của hệ thống lý luận của chương trình giáo dục xuyên quốc gia cũng như sự phát triển của chương trình này tại Việt Nam. Mỗi người tham gia sẽ được nhận một bản sao của đề tài sau khi nghiên cứu hoàn thành.

**Rủi ro của người tham gia:** Không có rủi ro nào đáng kể trong nghiên cứu này.

**Chế độ đãi ngộ:** Không có chế độ đãi ngộ cho người tham gia trong đề tài này.

**Tính bảo mật và sự ẩn danh:** Tất cả thông tin liên quan đến danh tính của người tham gia sẽ được giữ kín bằng việc sử dụng hệ thống mật mã trong các bài báo cáo và luận văn. Tất cả các dữ liệu sẽ được bảo mật bằng các phương pháp lưu trữ an toàn. Thông tin cá nhân của người tham gia và các đoạn ghi hình các sẽ được tiêu hủy sau 12 tháng kể từ ngày hoàn thành nghiên cứu.

**Sự tự nguyện tham gia và rút khỏi đề tài:** Người tham gia hoàn toàn tự nguyện và có quyền rút khỏi đề tài nghiên cứu vào bất kỳ thời điểm nào mà không cần cung cấp lý do.

**Liên hệ:** Nếu ông/bà có câu hỏi hoặc góp ý, xin vui lòng liên hệ với người nghiên cứu hoặc giáo sư Helen Higson để có câu trả lời tốt nhất. Trong trường hợp ông/bà cảm thấy chưa nhận được câu trả lời thỏa đáng, xin vui lòng liên hệ với Trưởng phòng quản lý của Đại học Aston, ông John Walter, j.g.walter@aston.ac.uk hoặc điện thoại 0121 204 4665.

Trân trọng cảm ơn ông bà đã dành thời gian cho nghiên cứu này.

## Appendix 5: Informed consent form (English version)



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**Informed consent form**

**Title:** Factors Affecting the Effectiveness of Transnational Education Programmes (TNE) – The Development of TNE in Vietnam within a Transnational UK Education Context.

**Researcher:** Phuong Nam Phung, Aston University, the UK (phungpn@aston.ac.uk)

Yes No

(Please tick box  
if you agree/disagree  
with these statements)

- |  |                          |                          |
|--|--------------------------|--------------------------|
| (1) I have read the Invitation Letter and Participant Information Sheet.   | <input type="checkbox"/> | <input type="checkbox"/> |
| (2) I have had an opportunity to ask questions and to discuss the study.   | <input type="checkbox"/> | <input type="checkbox"/> |
| (3) I have received satisfactory answers to all of my questions.   | <input type="checkbox"/> | <input type="checkbox"/> |
| (4) The researcher has informed me how they will maintain my personal information.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| (5) I consent to participate in the study.   | <input type="checkbox"/> | <input type="checkbox"/> |
| (6) I agree that the discussion can be recorded, and I understand that I can turn off the recording at any time. | <input type="checkbox"/> | <input type="checkbox"/> |
| (7) I give permission for the information to be used in a PhD dissertation.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| (8) I give permission for the information to be used in a journal article and/or conference paper.               | <input type="checkbox"/> | <input type="checkbox"/> |

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 Name of Participant

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 Date

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 Signature

**Appendix 6: Informed Consent Form (Vietnamese version)**

Aston University

**Biên Bản Thỏa Thuận**

**Đề tài:** Các Nhân Tố Tác Động đến Hiệu Quả của Chương Trình Giáo Dục Xuyên Quốc Gia (TNE) – Sự Phát Triển của Chương Trình Giáo Dục Xuyên Quốc Gia của Vương Quốc Anh tại Việt Nam

**Người thực hiện:** Phùng Nam Phương, Đại học Aston, Vương quốc Anh  
(phungpn@aston.ac.uk)

Có Không

(Vui lòng điền vào ô nếu bạn đồng ý hoặc không đồng ý với các nội dung sau)

- |   |                          |                          |
|---|--------------------------|--------------------------|
| (1) Tôi đã đọc Thư mời và Thông tin dành cho người tham gia.  | <input type="checkbox"/> | <input type="checkbox"/> |
| (2) Tôi đã có cơ hội để hỏi và thảo luận về đề tài.   | <input type="checkbox"/> | <input type="checkbox"/> |
| (3) Tôi đã nhận được các câu trả lời thỏa đáng cho những câu hỏi của mình.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| (4) Tôi đã được thông báo về việc các thông tin cá nhân của tôi sẽ được bảo mật .                               | <input type="checkbox"/> | <input type="checkbox"/> |
| (5) Tôi tự nguyện tham gia vào đề tài này.  | <input type="checkbox"/> | <input type="checkbox"/> |
| (6) Tôi đồng ý rằng buổi nói chuyện sẽ được thu âm và tôi có thể chấm dứt việc thu âm vào bất kỳ thời điểm nào. | <input type="checkbox"/> | <input type="checkbox"/> |
| (7) Tôi đồng ý các thông tin sẽ được sử dụng cho đề tài tiến sĩ của người nghiên cứu                            | <input type="checkbox"/> | <input type="checkbox"/> |
| (8) Tôi đồng ý thông tin sẽ được sử dụng trong các bài báo hoặc hội thảo nghiên cứu.                            | <input type="checkbox"/> | <input type="checkbox"/> |

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 Họ Tên Người Tham Gia

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 Ngày tham gia

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 Chữ ký



**Appendix 7: Interview questions for Academic Managers/ Administrators/ Teachers (English version)**

	Question stage	Purposes	Questions	Literature
1	Introduction	<p>Introducing herself and explains the purpose of the study</p> <p>Informing participants' rights (withdraw from the study, information is anonymous and confidentiality)</p> <p>Building rapport</p>	<p>Good morning/ afternoon .... Thank you for coming. My name is Phuong Phung and I will be conducting the interview today.</p> <p>I am carrying out a research study of the PhD programme in Management at Aston University that is under the supervision of Prof. Helen Higson and Dr. Sue Garton. My research topic is about TNE programmes that refer to education activities or programmes that operate across national borders of a provider's country to meet a demand of learners whose study is based in a country that is different from the one in which the awarding institution is located. My study aims to explore a model including factors affecting the effectiveness of TNE programmes and to provide several suggestions for designing suitable TNE programmes for Vietnam students within a transnational UK education context.</p> <p>Some of interview questions might be a little personal and will concern your experiences and expectations about the effectiveness of TNE programmes. If you feel uncomfortable answering any of the questions,</p>	

			<p>please let me know and we can skip it. Anonymity and confidentiality of participants will be protected. You can withdraw from this study at any time without giving any reasons. Furthermore, if you do not mind, I would record the video for this interview, it will only be used internally, for the purpose of this research.</p> <p>Do you have any questions so far? [pause for respondent's reply]</p>	
2	Transition session	Moving the participants from the introduction session to warm up session	Let me begin by asking you some questions about your background.	
3	Warm up questions	Allowing the participants to introduce themselves	<p>1. How long have you been working in TNE?</p> <p>2. Could you please tell me about your duties and responsibilities in TNE programmes?</p> <p>3. Could you please share your personal experiences of TNE?</p>	
4	Transition question	Moving the participants into the focus of the discussion	<p>4a. Are you familiar with other education programmes provided by local (Vietnam) universities?</p> <p>4b. [If the answer of 4a is yes] What differences are there between the TNE programme that you are managing and other education programmes provided by the local (Vietnam) universities/ HEIs?</p> <p>4c. In your opinion, which is more effective?</p>	

5	Main body questions	Concerning with the focus of the interview	<p><b><i>(A) The effectiveness of TNE programmes.</i></b></p> <p>Now, let us discuss more about the effectiveness of TNE programmes.</p> <p>4. In your opinion, what is the effectiveness of TNE programmes? Or In what ways are TNE programmes effective?</p> <p>So far we have discussed on the effectiveness of TNE programmes. In this interview, the terms including “the effectiveness of TNE programme” and “the success of TNE programme” will be used interchangeably with a similar meaning.</p>	Definition of an effective TNE programme (Miliszewska & Sztendur, 2011)
			<p><b><i>(B) TNE programme content/ curriculum</i></b></p> <p>To follow on the above discussion, I would like to mention TNE programmes content/ curriculum.</p> <p>5. Could you please tell me which aspects should be focused when designing a TNE programme content?</p> <p>5b. What do you want students to know and to be able to do in the end of TNE courses?</p> <p>5c. What do you do to ensure that all of ultimate purposes of TNE programmes will be achieved?</p> <p>6. <i>What do you think when I say that a TNE programme should provide more learning opportunities for students? (about learning opportunities)</i></p>	Four principles of OBE: clarity of focus, designing back, high expectations and expanded opportunities. (Spady, 1994)

			<p>7. <i>What is your view about the notion that a TNE programme should set high expectations and requirements for students? (about high expectations)</i></p> <p>8. How do you perceive the effects of TNE programme content on the effectiveness of TNE programmes?</p> <p>9. <i>Do you have any examples relating to the TNE programme that you are managing/ working/ teaching? (follow-up question)</i></p>	
			<p><b>(C) Student learning styles</b></p> <p>We have talked about the influences of TNE programme content on the success of TNE programmes. Now I would like to move on another topic relating to student learning styles.</p> <p>10a. Are you familiar with Vietnamese student learning style?</p> <p>10b. [If the answer of 10a is yes] Could you please tell me any differences in learning styles between Vietnamese and UK students?</p> <p>11. How do these differences affect the success of TNE programmes? Or How do you perceive the effects of student learning styles on the effectiveness of TNE programmes?</p>	<p>Kolb's theory measures the learner's preferences in the four stages learning (Kolb, 1976)</p>

			12. As an academic manager/ administrator/ teacher, what did you do to ensure that all learning styles are covered in TNE programmes?	
			<p><b>(D) Student engagement (involvement)</b></p> <p>So far our discussion has focussed on the role of TNE programme content and student learning styles in the success of TNE programmes. I would like to introduce a new topic that is student engagement. This refers to the quantity and quality of the physical and psychological efforts that students invest in the college experience. This means that students will engage with their schools if they are willing to invest emotional, physical and cognitive resources in the performance of their roles.</p> <p>13a. Are you familiar with how Vietnamese students engage in their learning?</p> <p>13b. [If the answer of 13a is yes] Could you please tell me the differences in student engagement between Vietnamese and UK students?</p> <p>14. How do these differences influence the effectiveness of TNE programmes? Or How do you perceive the effects of student engagement on the effectiveness of TNE programmes?</p>	Three areas of student engagement are physical engagement, emotional engagement, cognitive engagement in and out of class (Kahn, 1990).

			15. Among physical engagement, emotional engagement (i.e. students' interest, boredom, happiness, and anxiety in their learning), and cognitive engagement (i.e. thinking, reasoning, understanding, and remembering), which one do you think is the most important to the success of TNE programmes?	
			<p><b>(E) Cultural differences</b></p> <p>Our conversation has analysed the role of TNE programme content, student learning styles and student involvement. Now, let us talk about cultural differences.</p> <p>16a. Are you familiar with Vietnamese students' culture?</p> <p>16b. [If the answer of 16a is yes] Could you please tell me cultural differences between Vietnamese and UK students?</p> <p><i>(1) With respect to how people judge the behaviours of others, do you think Vietnamese students tend to follow the standards or personal relationship?</i></p> <p><i>(2) For Vietnamese students, is a person more crucial than a group or vice versa?</i></p>	<p>There are three criteria including relationships with other people, relationships of people with the passage of time as well as their natural environment in Trompenaars' cultural dimensions (Trompenaars &amp; Hampden-Turner, 1998)</p>

			<p><i>(3) For Vietnamese students, is people's value determined by their knowledge and achievements or by their titles and hierarchy?</i></p> <p><i>(4) For Vietnamese students, do their feelings tend to be controlled or vice versa?</i></p> <p><i>(5) Are Vietnamese students likely to keep professional and personal aspects separate or vice versa?</i></p> <p><i>(6) Do Vietnamese students tend to show a more dominant attitude, focus on their own functions and groups and be uncomfortable in changing situations or vice versa?</i></p> <p><i>(7) Do Vietnamese students tend to follow strictly their plan to keep the order of events, or are they flexible and capable of dealing with a couple of work at the same time?</i></p> <p>17. How do these cultural differences influence the effectiveness of TNE programmes?</p> <p>18. What do you think about the relationship between cultural differences and student learning styles?</p> <p>19. What do you think about the relationship between cultural differences and student engagement?</p>	
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			<i>20. Do you have any examples relating to the TNE programme that you are managing/ working/ teaching? (follow-up question)</i>	
6	Wrap up session	Giving respondents a sense of closure Thanks to respondents for their time and contributions	<p>We have discussed the effectiveness of TNE programmes as well as several factors affecting the success of TNE programmes, such as TNE programme content/ curriculum, student learning styles, student involvement and cultural differences.</p> <p><i>Is there anything else you think would be helpful for me to know? [pause for respondent's reply]</i></p> <p>I do appreciate the time you took for this interview and the contributions you made toward my research.</p> <p>The transcript will be transferred to you for validating and controlling what was written. If you require any further information, please do not hesitate to contact me or Prof. Helen Higson.</p>	



**Appendix 8: Interview questions for Academic Managers/ Administrators/ Teachers (Vietnamese version)**

	Question stage	Purposes	Questions	Literature
1	Introduction	<p>Introducing herself and explains the purpose of the study</p> <p>Informing participants' rights (withdraw from the study, information is anonymous and confidentiality)</p> <p>Building rapport</p>	<p>Chào.... Cảm ơn anh/chị đã tham gia đóng góp vào đề tài nghiên cứu này. Tôi tên là Phùng Nam Phương – là người sẽ phụ trách buổi phỏng vấn hôm nay.</p> <p>Hiện nay, tôi đang thực hiện một đề án tiến sĩ chuyên ngành quản lý tại trường Đại học Aston dưới sự hướng dẫn của Giáo sư Helen Higson và Tiến sĩ Sue Garton.</p> <p>Đề tài của tôi tập trung vào lĩnh vực giáo dục xuyên quốc gia (TNE) – là các hoạt động/ chương trình giáo dục được thực hiện tại các khu vực lãnh thổ khác với quốc gia của nhà cung cấp dịch vụ TNE. Mục tiêu của đề tài nhằm xây dựng một mô hình gồm các nhân tố tác động đến hiệu quả của chương trình TNE, đồng thời cung cấp một số kiến nghị nhằm xây dựng một chương trình TNE được cung cấp bởi các nhà giáo dục Anh quốc phù hợp cho sinh viên Việt Nam.</p> <p>Một số câu hỏi phỏng vấn hôm nay sẽ mang tính cá nhân, chủ yếu xoay quanh kinh nghiệm, suy nghĩ và kỷ vòng của anh/chị về một chương trình TNE. Nếu anh/chị cảm thấy không thoải mái/ khó xử đối với bất kỳ câu hỏi nào, làm ơn thông báo ngay với tôi và</p>	

			<p>chúng ta sẽ bỏ qua câu hỏi đó. Tất cả thông tin cá nhân của anh/chị sẽ hoàn toàn được bảo mật. Bên cạnh đó, anh/chị có thể rút khỏi dự án này vào bất kỳ lúc nào mà không cần thiết đưa ra bất kỳ lý do nào. Nếu anh/chị đồng ý, tôi sẽ thu hình buổi nói chuyện hôm nay và tôi cam kết rằng nó chỉ được sử dụng cho bài nghiên cứu này.</p> <p>Trước khi bắt đầu nội dung của buổi phỏng vấn, anh/chị có thắc mắc gì không?</p>	
2	Transition session	Moving the participants from the introduction session to warm up session	Tôi xin phép được bắt đầu bằng một vài câu hỏi liên quan đến nghề nghiệp của anh/chị.	
3	Warm up questions	Allowing the participants to introduce themselves	<p>1. Anh/chị đã làm việc trong lĩnh vực TNE bao lâu?</p> <p>2. Anh chị vui lòng chia sẻ về chức vụ và trách nhiệm của mình trong lĩnh vực TNE?</p> <p>3. Anh/chị có thể chia sẻ thêm những kinh nghiệm cá nhân về TNE?</p>	
4	Transition question	Moving the participants into the focus of the discussion	<p>4a. Anh/chị đã từng làm việc/ tiếp cận với các chương trình giáo dục được cung cấp bởi các trường đại học Việt Nam chưa?</p> <p>4b. Anh chị có thể chỉ ra những điểm khác biệt giữa chương trình TNE mà anh/chị đang quản lý và các chương trình giáo dục Việt Nam khác?</p> <p>4c. Theo anh/chị, chương trình nào hiệu quả hơn?</p>	

5	Main body questions	Concerning with the focus of the interview	<p><b>(A) The effectiveness of TNE programmes.</b></p> <p>Chúng ta đang nói về tính hiệu quả của một chương trình TNE, vậy anh/chị có thể cho biết</p> <p>5. Thế nào một chương trình TNE có hiệu quả?</p> <p>Trong bài phỏng vấn hôm nay, các cụm từ “hiệu quả của chương trình TNE” và “sự thành công của chương trình TNE” sẽ được sử dụng thay thế nhau với ý nghĩa tương đương.</p>	Definition of an effective TNE programme (Miliszewska & Sztendur, 2011)
			<p><b>(B) TNE programme content/ curriculum</b></p> <p>Bây giờ, tôi xin phép được đề cập đến nội dung của một chương trình TNE.</p> <p>5. Anh/chị có thể vui lòng cho biết những khía cạnh nào sẽ được chú trọng khi thiết kế một chương trình TNE?</p> <p>5b. Anh/chị muốn sinh viên biết gì và làm được những gì sau khi kết thúc khóa học TNE?</p> <p>5c. Anh/chị đã làm gì để đảm bảo rằng các mục tiêu đề ra cho chương trình TNE sẽ đạt được?</p> <p>5b. What do you want students to know and to be able to do in the end of TNE courses?</p> <p>5c. What do you do to ensure that all of ultimate purposes of TNE programmes will be achieved?</p>	Four principles of OBE: clarity of focus, designing back, high expectations and expanded opportunities. (Spady, 1994)

			6. Anh/chị nghĩ như thế nào về mối quan hệ giữa nội dung chương trình học và sự hiệu quả của chương trình TNE?	
			<p><b>(C) Student learning styles</b></p> <p>Như vậy chúng ta đã đề cập về thể nào là một chương trình TNE hiệu quả và mối quan hệ giữa nội dung chương trình học và tính hiệu quả của chương trình. Bây giờ tôi muốn chuyển sang một chủ đề khác liên quan đến phong cách học tập của sinh viên.</p> <p>10a. Anh/chị có quen thuộc với phong cách học tập của sinh viên Việt Nam/ anh quốc không?</p> <p>10b. Anh/chị có thể chỉ ra những điểm khác biệt trong phong cách học tập giữa sinh viên Việt Nam và sinh viên Anh không?</p> <p>11. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE? / anh chị nghĩ như thế nào về mối quan hệ giữa phong cách học tập của sinh viên và sự thành công của chương trình TNE?</p> <p>12. Với vai trò là nhà quản lý giáo dục, anh/chị đã làm gì để đảm bảo rằng một chương trình TNE có thể phù hợp với tất cả các phong cách học tập khác nhau?</p>	Kolb's theory measures the learner's preferences in the four stages learning (Kolb, 1976)

			<p><b>(D) Student engagement (involvement)</b></p> <p>Chúng ta đã thảo luận về vai trò của nội dung chương trình TNE và phong cách học tập trong sự thành công của TNE. Bây giờ tôi muốn chúng ta chuyển sang một chủ đề khác, đó là gắn kết của sinh viên với nhà trường.</p> <p>Trước hết tôi muốn giải thích về thuật ngữ sự gắn kết của sinh viên với nhà trường – nó thể hiện về lượng và chất của những nỗ lực cả về vật chất lẫn tinh thần mà sinh viên đầu tư vào quá trình học. Điều đó có nghĩa là sinh viên sẽ gắn kết với nhà trường nếu họ mong muốn đầu tư về vật chất, cảm xúc và nhận thức vào quá trình học của mình.</p> <p>13a. Anh/chị có quen thuộc với cách thức mà sinh viên Việt nam/ UK gắn kết với nhà trường không?</p> <p>13b. Anh/chị có thể chỉ ra những điểm khác biệt trong sự gắn kết với nhà trường giữa sinh viên Việt Nam và sinh viên Anh không?</p> <p>14. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE? / anh chị nghĩ như thế nào về mối quan hệ giữa sự gắn kết giữa sinh viên với nhà trường và sự thành công của chương trình TNE?</p>	<p>Three areas of student engagement are physical engagement, emotional engagement, cognitive engagement in and out of class (Kahn, 1990).</p>
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			15. Giữa gắn kết vật chất, gắn kết cảm xúc (sự hứng thú, vui vẻ, nhàm chán... của sinh viên) và gắn kết về mặt nhận thức (sự hiểu biết, ghi nhớ, suy nghĩ của sinh viên), anh/chị nghĩ loại nào là quan trọng nhất đối với sự thành công của chương trình TNE?	
			<p><b>(E) Cultural differences</b></p> <p><i>Buổi nói chuyện của chúng ta đã xoay quanh sự ảnh hưởng của các yếu tố như nội dung của chương trình TNE, phong cách học tập và sự gắn kết của sinh viên. Nay, tôi muốn đi vào chủ đề cuối cùng của ngày hôm nay đó là sự khác biệt về văn hóa.</i></p> <p><i>16a. Anh/chị có quen thuộc với văn hóa của sinh viên Việt Nam/ Anh Quốc không?</i></p> <p><i>16b. Anh/chị có thể chỉ ra những điểm văn hóa khác biệt giữa sinh viên Việt Nam và sinh viên Anh quốc không?</i></p> <p><i>(1) Về cách đánh giá hành vi giữa người và người, anh/chị nghĩ là sinh viên Việt nam có khuynh hướng tuân theo những tiêu chuẩn nhất định hay tùy theo mối quan hệ cá nhân?</i></p> <p><i>(2) Sinh viên Việt Nam coi trọng cá nhân hay tập thể?</i></p>	There are three criteria including relationships with other people, relationships of people with the passage of time as well as their natural environment in Trompenaars' cultural dimensions (Trompenaars & Hampden-Turner, 1998)

			<p>(3) Đối với sinh viên Việt Nam, giá trị con người được thiết lập dựa trên kiến thức và thành tựu mà họ đạt được hay dựa trên tuổi tác và thứ bậc xã hội?</p> <p>(4) Sinh viên Việt Nam có khuynh hướng kiểm soát cảm xúc của họ hay ngược lại?</p> <p>(5) Sinh viên Việt Nam có khuynh hướng tách biệt cuộc sống cá nhân và cuộc sống công việc hay ngược lại?</p> <p>(6) Sinh viên Việt Nam có khuynh hướng khó chịu đối với sự thay đổi môi trường hay ngược lại?</p> <p>(7) Sinh viên Việt Nam có khuynh hướng tuân thủ kế hoạch của họ một cách nghiêm túc hay họ thoải mái về mặt thời gian?</p> <p>17. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE? / anh chị nghĩ như thế nào về mối quan hệ giữa văn hóa và sự thành công của chương trình TNE?</p> <p>18. Anh/chị nghĩ thế nào về mối quan hệ giữa sự khác biệt về văn hóa và phong cách học tập của sinh viên?</p> <p>19. Anh/chị nghĩ thế nào về mối quan hệ giữa sự khác biệt về văn hóa và sự gắn kết của sinh viên với nhà trường?</p>	
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6	Wrap up session	<p>Giving respondents a sense of closure</p> <p>Thanks to respondents for their time and contributions</p>	<p>Như vậy trong hôm nay chúng ta đã thảo luận về một chương trình TNE hiệu quả cũng như sự tác động của một số yếu tố như nội dung chương trình TNE, phong cách học tập, sự gắn kết của sinh viên với nhà trường, và văn hóa lên sự thành công của chương trình TNE.</p> <p>Anh/chị có muốn bổ sung thêm điều gì không?</p> <p>Tôi trân trọng cảm ơn sự đóng góp của anh/chị vào đề tài nghiên cứu này. Bản tường thuật buổi nói chuyện hôm nay sẽ được gửi đến anh/chị trong thời gian sớm nhất. Nếu anh/chị có thắc mắc hay phản hồi gì, vui lòng liên hệ trực tiếp với tôi hoặc giáo sư Helen Higson.</p>	
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**Appendix 9: Interview questions for Students (English version)**

	<b>Question stage</b>	<b>Purposes</b>	<b>Questions</b>	<b>Literature</b>
1	Introduction	<p>Introducing herself and explains the purpose of the study</p> <p>Informing participants' rights (withdraw from the study, information is anonymous and confidentiality)</p> <p>Building rapport</p>	<p>Good morning/ afternoon .... Thank you for coming.</p> <p>My name is Phuong Phung and I will be conducting the interview today.</p> <p>I am carrying out a research study of the PhD programme in Management at Aston University that is under the supervision of Prof. Helen Higson and Dr. Sue Garton. The study aims to explore a model including factors affecting the effectiveness of TNE programmes and to provide several suggestions for designing suitable TNE programmes for Vietnam students within a transnational UK education context.</p> <p>Some of interview questions might be a little personal and will concern your experiences and expectations about the effectiveness of TNE programmes. If you feel uncomfortable answering any of the questions, please let me know and we can skip it. Anonymity and confidentiality of participants will be protected. You can withdraw from this study at any time without giving any reasons. Furthermore, if you do not mind, I would record the video for this interview, it will only be used internally, for the purpose of this research.</p>	

			Do you have any questions so far? [pause for respondent's reply]	
2	Transition session	Moving the participants from the introduction session to warm up session	Let me begin by asking you some questions about your background.	
3	Warm up questions	Allowing the participants to introduce themselves	1. What TNE programme have you studied? How long have you been in this TNE programme? 2. Would you please recall the reasons for choosing this programme? 3. Could you please share your personal experiences of TNE?	
4	Transition question	Moving the participants into the focus of the discussion	4. What do you think about differences between the TNE programme that you are studying and other education programmes providing by the local (Vietnam) universities/ HEIs?	
5	Main body questions	Concerning with the focus of the interview	<i><b>(A) The effectiveness of TNE programmes.</b></i> Now, let us discuss more about the effectiveness of TNE programmes. 5. In your opinion, what is the effectiveness of TNE programmes? So far we has discussed on the effectiveness of TNE programmes. In this interview, the terms including “the effectiveness of TNE programme”, “the success	Definition of an effective TNE programme (Miliszewska & Sztendur, 2011)

			of TNE programme”, “the excellence of TNE programme” and “the high-quality TNE programme” will be used interchangeably with a similar meaning.	
			<p><b><i>(B) TNE programme content/ curriculum</i></b></p> <p>To follow on the above discussion, I would like to mention TNE programmes content/ curriculum.</p> <p>6. What do you think about the idea that all activities of HEIs and teachers should focus on what they want students to know and to be able to do successfully by the end of the TNE courses? (about clarity of focus)</p> <p>7. Could you please tell me what goes on in your head when I say that TNE programmes should provide more learning opportunities for students? (about learning opportunities)</p> <p>8. What do you think about setting high expectations and requirements for students in TNE programmes? (about high expectations)</p> <p>9. How do you perceive the role of TNE programme content/ curriculum in the effectiveness of TNE programmes?</p> <p><i>10. Do you have any examples relating to the TNE programme that you are studying? (follow-up question)</i></p>	<p>Four principles of OBE: clarity of focus, designing back, high expectations and expanded opportunities. (Spady, 1994)</p>

			<p><b>(C) Student learning styles</b></p> <p>We have talked about the role of TNE programme content in the success of TNE programmes. Now I would like to move on another topic relating to student learning styles. A learning process is typically represented by four stages: (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalisations (conclusions) which are then (4) used to test hypotheses in future situations, resulting in new experiences.</p> <p>11. Could you please tell me any differences in learning styles between Vietnamese and foreign students?</p> <p>12. How do these differences influence the effectiveness of TNE programmes?</p> <p>13. Could you please describe in as much detail as possible about the role of student learning styles in the effectiveness of TNE programmes?</p>	<p>Kolb's theory measures the learner's preferences in the four stages learning (Kolb, 1976)</p>
			<p><b>(D) Student engagement (involvement)</b></p> <p>So far our discussion has focussed on the role of TNE programme content and student learning styles in the success of TNE programmes. I would like to</p>	<p>Three areas of student engagement are physical engagement, emotional engagement, cognitive</p>

			<p>introduce a new topic that is student involvement (engagement). This refers to the quantity and quality of the physical and psychological efforts that students invest in the college experience. This means that students will engage with their schools if they are willing to invest emotional, physical and cognitive resources in the performance of their roles.</p> <p>14. Could you please tell me the differences in student involvement between Vietnamese and foreign students?</p> <p>15. How do these differences influence the effectiveness of TNE programmes?</p> <p>16. How do you perceive the role of student involvement in the effectiveness of TNE programmes?</p> <p>17. Among physical engagement, emotional engagement (i.e. students' interest, boredom, happiness, and anxiety in their learning), and cognitive engagement (i.e. thinking, reasoning, understanding, and remembering), which one do you think is the most important to the success of TNE programmes?</p>	engagement in and out of class (Kahn, 1990).
			<b>(E) Cultural differences</b>	There are three criteria including relationships

			<p>Our conversation has analysed the role of TNE programme content, student learning styles and student involvement. Now, let us talk about cultural differences.</p> <p>18. Could you please tell me cultural differences between Vietnamese and foreign students? (on relationships with other people, relationships of people with the passage of time and their natural environment)</p> <p><i>(1) With respect to how people judge the behaviours of others, do you think Vietnamese students tend to follow the standards or personal relationship?</i></p> <p><i>(2) For Vietnamese students, is a person more crucial than a group or vice versa?</i></p> <p><i>(3) For Vietnamese students, is people's value determined by their knowledge and achievements or by their titles and hierarchy?</i></p> <p><i>(4) For Vietnamese students, do their feelings tend to be controlled or vice versa?</i></p> <p><i>(5) Are Vietnamese students likely to keep professional and personal aspects separate or vice versa?</i></p> <p><i>(6) Do Vietnamese students tend to show a more dominant attitude, focus on their own functions and</i></p>	<p>with other people, relationships of people with the passage of time as well as their natural environment in Trompenaars' cultural dimensions (Trompenaars &amp; Hampden-Turner, 1998)</p>
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			<p><i>groups and be uncomfortable in changing situations or vice versa?</i></p> <p><i>(7) Do Vietnamese students tend to follow strictly their plan to keep the order of events, or are they flexible and capable of dealing with a couple of work at the same time?</i></p> <p>19. How do these cultural differences influence the effectiveness of TNE programmes?</p> <p>20. How do you perceive the role of cultural differences in the effectiveness of TNE programmes?</p> <p>21. What do you think about the effects of cultural differences on the relationship between student learning styles and the effectiveness of TNE programmes?</p> <p>22. What do you think about the effects of cultural differences on the relationship between student involvement (engagement) and the effectiveness of TNE programmes?</p>	
6	Wrap up session	<p>Giving respondents a sense of closure</p> <p>Thanks respondents for their time and contributions</p>	<p>We have discussed the effectiveness of TNE programmes as well as several factors affecting the success of TNE programmes, such as TNE programme content/ curriculum, student learning styles, student involvement and cultural differences.</p>	

			<p><i>Is there anything else you think would be helpful for me to know? [pause for respondent's reply]</i></p> <p>I do appreciate the time you took for this interview and the contributions you made toward my research. The transcript will be transferred to you for validating and controlling what was written. If you require any further information, please do not hesitate to contact me or Prof. Helen Higson.</p>	
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**Appendix 10: Interview questions for Students (Vietnamese version)**

	Question stage	Purposes	Questions	Literature
1	Introduction	<p>Introducing herself and explains the purpose of the study</p> <p>Informing participants' rights (withdraw from the study, information is anonymous and confidentiality)</p> <p>Building rapport</p>	<p>Chào.... Cảm ơn anh/chị đã tham gia đóng góp vào đề tài nghiên cứu này. Tôi tên là Phùng Nam Phương – là người sẽ phụ trách buổi phỏng vấn hôm nay.</p> <p>Hiện nay, tôi đang thực hiện một đề án tiến sĩ chuyên ngành quản lý tại trường Đại học Aston dưới sự hướng dẫn của Giáo sư Helen Higson và Tiến sĩ Sue Garton. Đề tài của tôi tập trung vào lĩnh vực giáo dục xuyên quốc gia (TNE) – là các hoạt động/ chương trình giáo dục được thực hiện tại các khu vực lãnh thổ khác với quốc gia của nhà cung cấp dịch vụ TNE. Mục tiêu của đề tài nhằm xây dựng một mô hình gồm các nhân tố tác động đến hiệu quả của chương trình TNE, đồng thời cung cấp một số kiến nghị nhằm xây dựng một chương trình TNE được cung cấp bởi các nhà giáo dục Anh quốc phù hợp cho sinh viên Việt Nam.</p> <p>Một số câu hỏi phỏng vấn hôm nay sẽ mang tính cá nhân, chủ yếu xoay quanh kinh nghiệm, suy nghĩ và kỳ vọng của anh/chị về một chương trình TNE. Nếu anh/chị cảm thấy không thoải mái/ khó xử đối với bất kỳ câu hỏi nào, làm ơn thông báo ngay với tôi và chúng ta sẽ bỏ qua câu hỏi đó. Tất cả thông tin cá nhân</p>	

			của anh/chị sẽ hoàn toàn được bảo mật. Bên cạnh đó, anh/chị có thể rút khỏi dự án này vào bất kỳ lúc nào mà không cần thiết đưa ra bất kỳ lý do nào. Nếu anh/chị đồng ý, tôi sẽ thu hình buổi nói chuyện hôm nay và tôi cam kết rằng nó chỉ được sử dụng cho bài nghiên cứu này. Trước khi bắt đầu nội dung của buổi phỏng vấn, anh/chị có thắc mắc gì không?	
2	Transition session	Moving the participants from the introduction session to warm up session	Tôi xin phép được bắt đầu bằng một vài câu hỏi liên quan đến nghề nghiệp của anh/chị.	
3	Warm up questions	Allowing the participants to introduce themselves	1. Bạn đang theo học chương trình TNE nào? Bạn đang theo học năm bao nhiêu? 2. Tại sao bạn lựa chọn theo học chương trình TNE này? 3. Bạn có thể chia sẻ thêm những kinh nghiệm cá nhân về TNE?	
4	Transition question	Moving the participants into the focus of the discussion	4. Bạn có thể chỉ ra những điểm khác biệt giữa chương trình TNE mà bạn đang theo học và các chương trình giáo dục Việt Nam khác?	
5	Main body questions	Concerning with the focus of the interview	<b>(A) The effectiveness of TNE programmes.</b> Chúng ta đang nói về tính hiệu quả của một chương trình TNE, vậy bạn có thể cho biết 5. Thế nào một chương trình TNE có hiệu quả?	Definition of an effective TNE programme (Miliszewska & Sztendur, 2011)

			Trong bài phỏng vấn hôm nay, các cụm từ “hiệu quả của chương trình TNE” và “sự thành công của chương trình TNE” sẽ được sử dụng thay thế nhau với ý nghĩa tương đương.	
			<p><b><i>(B) TNE programme content/ curriculum</i></b></p> <p>Bây giờ, tôi xin phép được đề cập đến nội dung của một chương trình TNE.</p> <p>6. Bạn nghĩ như thế nào về ý kiến tất cả các hoạt động của giáo dục và giáo viên phải tập trung vào những mục tiêu/ hoạt động mà giáo viên muốn sinh viên thành công sau khi hoàn thành khoá học?</p> <p>7. Bạn nghĩ như thế nào khi tôi nói rằng chương trình TNE nên cung cấp nhiều cơ hội học tập hơn cho sinh viên?</p> <p>8. Bạn nghĩ như thế nào về việc thiết lập kỳ vọng cao và yêu cầu cao đối với sinh viên trong các chương trình TNE?</p> <p>9. Bạn cảm nhận thế nào về mối quan hệ giữa nội dung chương trình học và tính hiệu quả của chương trình TNE?</p> <p><i>10. Bạn có những thí dụ thực tế liên quan đến chương trình TNE mà bạn đang theo học không?</i></p>	<p>Four principles of OBE: clarity of focus, designing back, high expectations and expanded opportunities. (Spady, 1994)</p>

			<p><b>(C) Student learning styles</b></p> <p>Như vậy chúng ta đã đề cập về thể nào là một chương trình TNE hiệu quả và mối quan hệ giữa nội dung chương trình học và tính hiệu quả của chương trình. Bây giờ tôi muốn chuyển sang một chủ đề khác liên quan đến phong cách học tập của sinh viên.</p> <p>11. Bạn có thể chỉ ra những điểm khác biệt trong phong cách học tập giữa sinh viên Việt Nam và sinh viên Anh không?</p> <p>12. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE?</p> <p>13. Bạn nghĩ như thế nào về mối quan hệ giữa phong cách học tập của sinh viên và sự thành công của chương trình TNE?</p>	<p>Kolb's theory measures the learner's preferences in the four stages learning (Kolb, 1976)</p>
			<p><b>(D) Student engagement (involvement)</b></p> <p>Chúng ta đã thảo luận về vai trò của nội dung chương trình TNE và phong cách học tập trong sự thành công của TNE. Bây giờ tôi muốn chúng ta chuyển sang một chủ đề khác, đó là gắn kết của sinh viên với nhà trường.</p> <p>Trước hết tôi muốn giải thích về thuật ngữ sự gắn kết của sinh viên với nhà trường – nó thể hiện về lượng và chất của những nỗ lực cả về vật chất lẫn tinh thần mà sinh viên đầu tư vào quá trình học. Điều đó có</p>	<p>Three areas of student engagement are physical engagement, emotional engagement, cognitive engagement in and out of class (Kahn, 1990).</p>

			<p>nghĩa là sinh viên sẽ gắn kết với nhà trường nếu họ mong muốn đầu tư về vật chất, cảm xúc và nhận thức vào quá trình học của mình.</p> <p>14. Bạn có thể chỉ ra những điểm khác biệt trong sự gắn kết với nhà trường giữa sinh viên Việt Nam và sinh viên Anh không?</p> <p>15. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE?</p> <p>16. Bạn nghĩ như thế nào về mối quan hệ giữa sự gắn kết giữa sinh viên với nhà trường và sự thành công của chương trình TNE?</p> <p>17. Giữa gắn kết vật chất, gắn kết cảm xúc (sự hứng thú, vui vẻ, nhàm chán... của sinh viên) và gắn kết về mặt nhận thức (sự hiểu biết, ghi nhớ, suy nghĩ của sinh viên), bạn nghĩ loại nào là quan trọng nhất đối với sự thành công của chương trình TNE?</p>	
			<p><b>(E) Cultural differences</b></p> <p>Buổi nói chuyện của chúng ta đã xoay quanh sự ảnh hưởng của các yếu tố như nội dung của chương trình TNE, phong cách học tập và sự gắn kết của sinh viên. Nay, tôi muốn đi vào chủ đề cuối cùng của ngày hôm nay đó là sự khác biệt về văn hóa.</p>	<p>There are three criteria including relationships with other people, relationships of people with the passage of time as well as their natural environment in Trompenaars' cultural</p>

		<p>18. Bạn có thể chỉ ra những điểm văn hóa khác biệt giữa sinh viên Việt Nam và sinh viên Anh quốc không?</p> <p><i>(1) Về cách đánh giá hành vi giữa người và người, anh/chị nghĩ là sinh viên Việt nam có khuynh hướng tuân theo những tiêu chuẩn nhất định hay tùy theo mối quan hệ cá nhân?</i></p> <p><i>(2) Sinh viên Việt Nam coi trọng cá nhân hay tập thể?</i></p> <p><i>(3) Đối với sinh viên Việt Nam, giá trị con người được thiết lập dựa trên kiến thức và thành tựu mà họ đạt được hay dựa trên tuổi tác và thứ bậc xã hội?</i></p> <p><i>(4) Sinh viên Việt Nam có khuynh hướng kiểm soát cảm xúc của họ hay ngược lại?</i></p> <p><i>(5) Sinh viên Việt Nam có khuynh hướng tách biệt cuộc sống cá nhân và cuộc sống công việc hay ngược lại?</i></p> <p><i>(6) Sinh viên Việt Nam có khuynh hướng khó chịu đối với sự thay đổi môi trường hay ngược lại?</i></p> <p><i>(7) Sinh viên Việt Nam có khuynh hướng tuân thủ kế hoạch của họ một cách nghiêm túc hay họ thoải mái về mặt thời gian?</i></p> <p>19. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE?</p>	<p>dimensions (Trompenaars &amp; Hampden-Turner, 1998)</p>
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			<p>20. Bạn nghĩ như thế nào về mối quan hệ giữa văn hóa và sự thành công của chương trình TNE?</p> <p>21. Bạn nghĩ thế nào về mối quan hệ giữa sự khác biệt về văn hóa và phong cách học tập của sinh viên?</p> <p>22. Bạn nghĩ thế nào về mối quan hệ giữa sự khác biệt về văn hóa và sự gắn kết của sinh viên với nhà trường?</p>	
6	Wrap up session	<p>Giving respondents a sense of closure</p> <p>Thanks to respondents for their time and contributions</p>	<p>Như vậy trong hôm nay chúng ta đã thảo luận về một chương trình TNE hiệu quả cũng như sự tác động của một số yếu tố như nội dung chương trình TNE, phong cách học tập, sự gắn kết của sinh viên với nhà trường, và văn hóa lên sự thành công của chương trình TNE.</p> <p><i>Anh/chị có muốn bổ sung thêm điều gì không?</i></p> <p>Tôi trân trọng cảm ơn sự đóng góp của anh/chị vào đề tài nghiên cứu này. Bản tường thuật buổi nói chuyện hôm nay sẽ được gửi đến anh/chị trong thời gian sớm nhất. Nếu bạn có thắc mắc hay phản hồi gì, vui lòng liên hệ trực tiếp với tôi hoặc giáo sư Helen Higson.</p>	

**Appendix 11: Interview questions for Parents (English version)**

	Question stage	Purposes	Questions	Literature
1	Introduction	<p>Introducing herself and explains the purpose of the study</p> <p>Informing participants' rights (withdraw from the study, information is anonymous and confidentiality)</p> <p>Building rapport</p>	<p>Good morning/ afternoon .... Thank you for coming. My name is Phuong Phung and I will be conducting the interview today.</p> <p>I am carrying out a research study of the PhD programme in Management at Aston University that is under the supervision of Prof. Helen Higson and Dr. Sue Garton. The study aims to explore a model including factors affecting the effectiveness of TNE programmes and to provide several suggestions for designing suitable TNE programmes for Vietnam students within a transnational UK education context. Some of interview questions might be a little personal and will concern your experiences and expectations about the effectiveness of TNE programmes. If you feel uncomfortable answering any of the questions, please let me know and we can skip it. Anonymity and confidentiality of participants will be protected. You can withdraw from this study at any time without giving any reasons. Furthermore, if you do not mind, I would record the video for this interview, it will only be used internally, for the purpose of this research.</p>	



			Do you have any questions so far? [pause for respondent's reply]	
2	Transition session	Moving the participants from the introduction session to warm up session	Let me begin by asking you some questions about your background.	
3	Warm up questions	Allowing the participants to introduce themselves	1. What TNE programme is your child studying? 2. Could you please recall the reasons why you suggest your child study this programme? 3. Could you please share your personal experiences of TNE?	
4	Transition question	Moving the participants into the focus of the discussion	4. What do you think about differences between the TNE programme that your child is studying and other education programmes providing by the local (Vietnam) universities/ HEIs?	
5	Main body questions	Concerning with the focus of the interview	<i><b>(A) The effectiveness of TNE programmes.</b></i> Now, let us discuss more about the effectiveness of TNE programmes. 5. In your opinion, what is the effectiveness of TNE programmes? So far we have discussed on the effectiveness of TNE programmes. In this interview, the terms including “the effectiveness of TNE programme”, “the success of TNE programme”, “the excellence of TNE	Definition of an effective TNE programme (Miliszewska & Sztendur, 2011)

			programme” and “the high-quality TNE programme” will be used interchangeably with a similar meaning.	
			<p><b>(B) TNE programme content/ curriculum</b></p> <p>To follow on the above discussion, I would like to mention TNE programmes content/ curriculum.</p> <p>6. What do you think about the idea that all activities of HEIs and teachers should focus on what they want students to know and to be able to do successfully by the end of the TNE courses? (about clarity of focus)</p> <p>7. Could you please tell me what goes on in your head when I say that TNE programmes should provide more learning opportunities for students? (about learning opportunities)</p> <p>8. What do you think about setting high expectations and requirements for students in TNE programmes? (about high expectations)</p> <p>9. How do you perceive the role of TNE programme content/ curriculum in the effectiveness of TNE programmes?</p> <p>10. Do you have any examples relating to the TNE programme that your child is managing? (follow-up question)</p>	<p>Four principles of OBE: clarity of focus, designing back, high expectations and expanded opportunities.</p> <p>(Spady, 1994)</p>
			<b>(C) Student learning styles</b>	<p>Kolb’s theory measures the learner’s preferences in</p>

			<p>We have talked about the role of TNE programme content in the success of TNE programmes. Now I would like to move on another topic relating to student learning styles. A learning process is typically represented by four stages: (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalisations (conclusions) which are then (4) used to test hypotheses in future situations, resulting in new experiences.</p> <p>11. Could you please tell me any differences in learning styles between Vietnamese and foreign students?</p> <p>12. How do these differences influence the effectiveness of TNE programmes?</p> <p>13. Could you please describe in as much detail as possible about the role of student learning styles in the effectiveness of TNE programmes?</p>	the four stages learning (Kolb, 1976)
			<p><b>(D) Student engagement (involvement)</b></p> <p>So far our discussion has focussed on the role of TNE programme content and student learning styles in the success of TNE programmes. I would like to introduce a new topic that is student involvement</p>	Three areas of student engagement are physical engagement, emotional engagement, cognitive

			<p>(engagement). This refers to the quantity and quality of the physical and psychological efforts that students invest in the college experience. This means that students will engage with their schools if they are willing to invest emotional, physical and cognitive resources in the performance of their roles.</p> <p>14. Could you please tell me the differences in student involvement between Vietnamese and foreign students?</p> <p>15. How do these differences influence the effectiveness of TNE programmes?</p> <p>16. How do you perceive the role of student involvement in the effectiveness of TNE programmes?</p> <p>17. Among physical engagement, emotional engagement (i.e. students' interest, boredom, happiness, and anxiety in their learning), and cognitive engagement (i.e. thinking, reasoning, understanding, and remembering), which one do you think is the most important to the success of TNE programmes?</p>	engagement in and out of class (Kahn, 1990).
			<p><b>(E) Cultural differences</b></p> <p>Our conversation has analysed the role of TNE programme content, student learning styles and</p>	There are three criteria including relationships with other people,

		<p>student involvement. Now, let us talk about cultural differences.</p> <p>18. Could you please tell me cultural differences between Vietnamese and foreign students? (on relationships with other people, relationships of people with the passage of time and their natural environment)</p> <p><i>(1) With respect to how people judge the behaviours of others, do you think Vietnamese students tend to follow the standards or personal relationship?</i></p> <p><i>(2) For Vietnamese students, is a person more crucial than a group or vice versa?</i></p> <p><i>(3) For Vietnamese students, is people's value determined by their knowledge and achievements or by their titles and hierarchy?</i></p> <p><i>(4) For Vietnamese students, do their feelings tend to be controlled or vice versa?</i></p> <p><i>(5) Are Vietnamese students likely to keep professional and personal aspects separate or vice versa?</i></p> <p><i>(6) Do Vietnamese students tend to show a more dominant attitude, focus on their own functions and groups and be uncomfortable in changing situations or vice versa?</i></p>	<p>relationships of people with the passage of time as well as their natural environment in Trompenaars' cultural dimensions (Trompenaars &amp; Hampden-Turner, 1998)</p>
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			<p><i>(7) Do Vietnamese students tend to follow strictly their plan to keep the order of events, or are they flexible and capable of dealing with a couple of work at the same time?</i></p> <p>19. How do these cultural differences influence the effectiveness of TNE programmes?</p> <p>20. How do you perceive the role of cultural differences in the effectiveness of TNE programmes?</p> <p>21. What do you think about the effects of cultural differences on the relationship between student learning styles and the effectiveness of TNE programmes?</p> <p>22. What do you think about the effects of cultural differences on the relationship between student involvement (engagement) and the effectiveness of TNE programmes?</p>	
6	Wrap up session	<p>Giving respondents a sense of closure</p> <p>Thanks to respondents for their time and contributions</p>	<p>We have discussed the effectiveness of TNE programmes as well as several factors affecting the success of TNE programmes, such as TNE programme content/ curriculum, student learning styles, student involvement and cultural differences.</p> <p><i>Is there anything else you think would be helpful for me to know? [pause for respondent's reply]</i></p>	

			<p>I do appreciate the time you took for this interview and the contributions you made toward my research. The transcript will be transferred to you for validating and controlling what was written. If you require any further information, please do not hesitate to contact me or Prof. Helen Higson.</p>	
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**Appendix 12: Interview questions for Parents (Vietnamese version)**

	Question stage	Purposes	Questions	Literature
1	Introduction	<p>Introducing herself and explains the purpose of the study</p> <p>Informing participants' rights (withdraw from the study, information is anonymous and confidentiality)</p> <p>Building rapport</p>	<p>Chào.... Cảm ơn anh/chị đã tham gia đóng góp vào đề tài nghiên cứu này. Tôi tên là Phùng Nam Phương – là người sẽ phụ trách buổi phỏng vấn hôm nay.</p> <p>Hiện nay, tôi đang thực hiện một đề án tiến sĩ chuyên ngành quản lý tại trường Đại học Aston dưới sự hướng dẫn của Giáo sư Helen Higson và Tiến sĩ Sue Garton. Đề tài của tôi tập trung vào lĩnh vực giáo dục xuyên quốc gia (TNE) – là các hoạt động/ chương trình giáo dục được thực hiện tại các khu vực lãnh thổ khác với quốc gia của nhà cung cấp dịch vụ TNE. Mục tiêu của đề tài nhằm xây dựng một mô hình gồm các nhân tố tác động đến hiệu quả của chương trình TNE, đồng thời cung cấp một số kiến nghị nhằm xây dựng một chương trình TNE được cung cấp bởi các nhà giáo dục Anh quốc phù hợp cho sinh viên Việt Nam.</p> <p>Một số câu hỏi phỏng vấn hôm nay sẽ mang tính cá nhân, chủ yếu xoay quanh kinh nghiệm, suy nghĩ và kỳ vọng của anh/chị về một chương trình TNE. Nếu anh/chị cảm thấy không thoải mái/ khó xử đối với bất kỳ câu hỏi nào, làm ơn thông báo ngay với tôi và chúng ta sẽ bỏ qua câu hỏi đó. Tất cả thông tin cá nhân</p>	



			của anh/chị sẽ hoàn toàn được bảo mật. Bên cạnh đó, anh/chị có thể rút khỏi dự án này vào bất kỳ lúc nào mà không cần thiết đưa ra bất kỳ lý do nào. Nếu anh/chị đồng ý, tôi sẽ thu hình buổi nói chuyện hôm nay và tôi cam kết rằng nó chỉ được sử dụng cho bài nghiên cứu này. Trước khi bắt đầu nội dung của buổi phỏng vấn, anh/chị có thắc mắc gì không?	
2	Transition session	Moving the participants from the introduction session to warm up session	Tôi xin phép được bắt đầu bằng một vài câu hỏi liên quan đến nghề nghiệp của anh/chị.	
3	Warm up questions	Allowing the participants to introduce themselves	1. Con anh/chị đang theo học chương trình TNE nào? Bạn đang theo học năm bao nhiêu? 2. Tại sao con anh/chị lựa chọn theo học chương trình TNE này? 3. Anh/chị có thể chia sẻ thêm những kinh nghiệm cá nhân về TNE?	
4	Transition question	Moving the participants into the focus of the discussion	4. Anh/chị có thể chỉ ra những điểm khác biệt giữa chương trình TNE mà con anh/chị đang theo học và các chương trình giáo dục Việt Nam khác?	
5	Main body questions	Concerning with the focus of the interview	<b><i>(A) The effectiveness of TNE programmes.</i></b>	Definition of an effective TNE programme

			<p>Chúng ta đang nói về tính hiệu quả của một chương trình TNE, vậy anh/chị có thể cho biết</p> <p>5. Thế nào một chương trình TNE có hiệu quả?</p> <p>Trong bài phỏng vấn hôm nay, các cụm từ “hiệu quả của chương trình TNE” và “sự thành công của chương trình TNE” sẽ được sử dụng thay thế nhau với ý nghĩa tương đương.</p>	(Miliszewska & Sztendur, 2011)
			<p><b>(B) TNE programme content/ curriculum</b></p> <p>Bây giờ, tôi xin phép được đề cập đến nội dung của một chương trình TNE.</p> <p>6. Anh/chị nghĩ như thế nào về ý kiến tất cả các hoạt động của giáo dục và giáo viên phải tập trung vào những mục tiêu/ hoạt động mà giáo viên muốn sinh viên thành công sau khi hoàn thành khoá học?</p> <p>7. Anh/chị nghĩ như thế nào khi tôi nói rằng chương trình TNE nên cung cấp nhiều cơ hội học tập hơn cho sinh viên?</p> <p>8. Anh/chị nghĩ như thế nào về việc thiết lập kỳ vọng cao và yêu cầu cao đối với sinh viên trong các chương trình TNE?</p> <p>9. Anh/chị cảm nhận thế nào về mối quan hệ giữa nội dung chương trình học và tính hiệu quả của chương trình TNE?</p>	<p>Four principles of OBE: clarity of focus, designing back, high expectations and expanded opportunities.</p> <p>(Spady, 1994)</p>

			<i>10. Anh/chị có những thí dụ thực tế liên quan đến chương trình TNE mà con của anh/chị đang theo học không?</i>	
			<p><b>(C) Student learning styles</b></p> <p>Như vậy chúng ta đã đề cập về thể nào là một chương trình TNE hiệu quả và mối quan hệ giữa nội dung chương trình học và tính hiệu quả của chương trình. Bây giờ tôi muốn chuyển sang một chủ đề khác liên quan đến phong cách học tập của sinh viên.</p> <p>11. Anh/chị có thể chỉ ra những điểm khác biệt trong phong cách học tập giữa sinh viên Việt Nam và sinh viên Anh không?</p> <p>12. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE?</p> <p>13. Anh/chị nghĩ như thế nào về mối quan hệ giữa phong cách học tập của sinh viên và sự thành công của chương trình TNE?</p>	Kolb's theory measures the learner's preferences in the four stages learning (Kolb, 1976)
			<p><b>(D) Student engagement (involvement)</b></p> <p>Chúng ta đã thảo luận về vai trò của nội dung chương trình TNE và phong cách học tập trong sự thành công của TNE. Bây giờ tôi muốn chúng ta chuyển sang một chủ đề khác, đó là gắn kết của sinh viên với nhà trường.</p>	Three areas of student engagement are physical engagement, emotional engagement, cognitive engagement in and out of class (Kahn, 1990).

			<p>Trước hết tôi muốn giải thích về thuật ngữ sự gắn kết của sinh viên với nhà trường – nó thể hiện về lượng và chất của những nỗ lực cả về vật chất lẫn tinh thần mà sinh viên đầu tư vào quá trình học. Điều đó có nghĩa là sinh viên sẽ gắn kết với nhà trường nếu họ mong muốn đầu tư về vật chất, cảm xúc và nhận thức vào quá trình học của mình.</p> <p>14. Anh/chị có thể chỉ ra những điểm khác biệt trong sự gắn kết với nhà trường giữa sinh viên Việt Nam và sinh viên Anh không?</p> <p>15. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE?</p> <p>16. Anh/chị nghĩ như thế nào về mối quan hệ giữa sự gắn kết giữa sinh viên với nhà trường và sự thành công của chương trình TNE?</p> <p>17. Giữa gắn kết vật chất, gắn kết cảm xúc (sự hứng thú, vui vẻ, nhàm chán... của sinh viên) và gắn kết về mặt nhận thức (sự hiểu biết, ghi nhớ, suy nghĩ của sinh viên), anh/chị nghĩ loại nào là quan trọng nhất đối với sự thành công của chương trình TNE?</p>	
			<p><b>(E) Cultural differences</b></p> <p>Buổi nói chuyện của chúng ta đã xoay quanh sự ảnh hưởng của các yếu tố như nội dung của chương trình</p>	<p>There are three criteria including relationships with other people,</p>

			<p>TNE, phong cách học tập và sự gắn kết của sinh viên. Nay, tôi muốn đi vào chủ đề cuối cùng của ngày hôm nay đó là sự khác biệt về văn hóa.</p> <p>18. Anh/chị có thể chỉ ra những điểm văn hóa khác biệt giữa sinh viên Việt Nam và sinh viên Anh quốc không?</p> <p><i>(1) Về cách đánh giá hành vi giữa người và người, anh/chị nghĩ là sinh viên Việt nam có khuynh hướng tuân theo những tiêu chuẩn nhất định hay tùy theo mối quan hệ cá nhân?</i></p> <p><i>(2) Sinh viên Việt Nam coi trọng cá nhân hay tập thể?</i></p> <p><i>(3) Đối với sinh viên Việt Nam, giá trị con người được thiết lập dựa trên kiến thức và thành tựu mà họ đạt được hay dựa trên tuổi tác và thứ bậc xã hội?</i></p> <p><i>(4) Sinh viên Việt Nam có khuynh hướng kiểm soát cảm xúc của họ hay ngược lại?</i></p> <p><i>(5) Sinh viên Việt Nam có khuynh hướng tách biệt cuộc sống cá nhân và cuộc sống công việc hay ngược lại?</i></p> <p><i>(6) Sinh viên Việt Nam có khuynh hướng khó chịu đối với sự thay đổi môi trường hay ngược lại?</i></p>	<p>relationships of people with the passage of time as well as their natural environment in Trompenaars' cultural dimensions (Trompenaars &amp; Hampden-Turner, 1998)</p>
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			<p><i>(7) Sinh viên Việt Nam có khuynh hướng tuân thủ kế hoạch của họ một cách nghiêm túc hay họ thoải mái về mặt thời gian?</i></p> <p>19. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE?</p> <p>20. Anh/chị nghĩ như thế nào về mối quan hệ giữa văn hóa và sự thành công của chương trình TNE?</p> <p>21. Anh/chị nghĩ thế nào về mối quan hệ giữa sự khác biệt về văn hóa và phong cách học tập của sinh viên?</p> <p>22. Anh/chị nghĩ thế nào về mối quan hệ giữa sự khác biệt về văn hóa và sự gắn kết của sinh viên với nhà trường?</p>	
6	Wrap up session	<p>Giving respondents a sense of closure</p> <p>Thanks to respondents for their time and contributions</p>	<p>Như vậy trong hôm nay chúng ta đã thảo luận về một chương trình TNE hiệu quả cũng như sự tác động của một số yếu tố như nội dung chương trình TNE, phong cách học tập, sự gắn kết của sinh viên với nhà trường, và văn hóa lên sự thành công của chương trình TNE.</p> <p><i>Anh/chị có muốn bổ sung thêm điều gì không?</i></p> <p>Tôi trân trọng cảm ơn sự đóng góp của anh/chị vào đề tài nghiên cứu này. Bản tường thuật buổi nói chuyện hôm nay sẽ được gửi đến anh/chị trong thời gian sớm nhất. Nếu anh/chị có thắc mắc hay phản hồi</p>	

			gi, vui lòng lên hệ trực tiếp với tôi hoặc giáo sư Helen Higson.	
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**Appendix 13: Interview Questions for Government's Representatives (English version)**

	Question stage	Purposes	Questions	Literature
1	Introduction	<p>Introducing herself and explains the purpose of the study</p> <p>Informing participants' rights (withdraw from the study, information is anonymous and confidentiality)</p> <p>Building rapport</p>	<p>Good morning/ afternoon .... Thank you for coming.</p> <p>My name is Phuong Phung and I will be conducting the interview today.</p> <p>I am carrying out a research study of the PhD programme in Management at Aston University that is under the supervision of Prof. Helen Higson and Dr. Sue Garton. The study aims to explore a model including factors affecting the effectiveness of TNE programmes and to provide several suggestions for designing suitable TNE programmes for Vietnam students within a transnational UK education context.</p> <p>Some of interview questions might be a little personal and will concern your experiences and expectations about the effectiveness of TNE programmes. If you feel uncomfortable answering any of the questions, please let me know and we can skip it. Anonymity and confidentiality of participants will be protected. You can withdraw from this study at any time without giving any reasons. Furthermore, if you do not mind, I would record the video for this interview, it will only be used internally, for the purpose of this research.</p>	



			Do you have any questions so far? [pause for respondent's reply]	
2	Transition session	Moving the participants from the introduction session to warm up session	Let me begin by asking you some questions about your background.	
3	Warm up questions	Allowing the participants to introduce themselves	<p>1. Could you please tell me about your duties and responsibilities relating to TNE programmes?</p> <p>2. Could you please tell me something about Vietnam regulatory environment of TNE?</p> <p>3. Could you please share your personal experiences of TNE?</p>	
4	Transition question	Moving the participants into the focus of the discussion	4. What do you think about differences between the TNE programme that you are managing and other education programmes providing by the local (Vietnam) universities/ HEIs?	
5	Main body questions	Concerning with the focus of the interview	<p><b><i>(A) The effectiveness of TNE programmes.</i></b></p> <p>Now, let us discuss more about the effectiveness of TNE programmes.</p> <p>4. In your opinion, what is the effectiveness of TNE programmes?</p> <p>So far we have discussed on the effectiveness of TNE programmes. In this interview, the terms including “the effectiveness of TNE programme”, “the success</p>	Definition of an effective TNE programme (Miliszewska & Sztendur, 2011)

			of TNE programme”, “the excellence of TNE programme” and “the high-quality TNE programme” will be used interchangeably with a similar meaning.	
			<p><b><i>(B) TNE programme content/ curriculum</i></b></p> <p>To follow on the above discussion, I would like to mention TNE programmes content/ curriculum.</p> <p>5. What do you think about the idea that all activities of HEIs and teachers should focus on what they want students to know and to be able to do successfully by the end of the TNE courses? (about clarity of focus)</p> <p>6. Could you please tell me what goes on in your head when I say that TNE programmes should provide more learning opportunities for students? (about learning opportunities)</p> <p>7. What do you think about setting high expectations and requirements for students in TNE programmes? (about high expectations)</p> <p>8. How do you perceive the role of TNE programme content/ curriculum in the effectiveness of TNE programmes?</p> <p>9. Do you have any examples relating to the TNE programme that you are managing? (follow-up question)</p>	<p>Four principles of OBE: clarity of focus, designing back, high expectations and expanded opportunities. (Spady, 1994)</p>

			<p><b>(C) Student learning styles</b></p> <p>We have talked about the role of TNE programme content in the success of TNE programmes. Now I would like to move on another topic relating to student learning styles. A learning process is typically represented by four stages: (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalisations (conclusions) which are then (4) used to test hypotheses in future situations, resulting in new experiences.</p> <p>10. Could you please tell me any differences in learning styles between Vietnamese and foreign students (i.e. UK students)?</p> <p>11. How do these differences influence the effectiveness of TNE programmes?</p> <p>12. Could you please describe in as much detail as possible about the role of student learning styles in the effectiveness of TNE programmes?</p>	<p>Kolb's theory measures the learner's preferences in the four stages learning (Kolb, 1976)</p>
			<p><b>(D) Student engagement (involvement)</b></p> <p>So far our discussion has focussed on the role of TNE programme content and student learning styles in the success of TNE programmes. I would like to</p>	<p>Three areas of student engagement are physical engagement, emotional engagement, cognitive</p>

			<p>introduce a new topic that is student involvement (engagement). This refers to the quantity and quality of the physical and psychological efforts that students invest in the college experience. This means that students will engage with their schools if they are willing to invest emotional, physical and cognitive resources in the performance of their roles.</p> <p>13. Could you please tell me the differences in student involvement between Vietnamese and foreign students (i.e. UK students)?</p> <p>14. How do these differences influence the effectiveness of TNE programmes?</p> <p>15. How do you perceive the role of student involvement in the effectiveness of TNE programmes?</p> <p>16. Among physical engagement, emotional engagement (i.e. students' interest, boredom, happiness, and anxiety in their learning), and cognitive engagement (i.e. thinking, reasoning, understanding, and remembering), which one do you think is the most important to the success of TNE programmes?</p>	engagement in and out of class (Kahn, 1990).
			<b>(E) Cultural differences</b>	There are three criteria including relationships

			<p>Our conversation has analysed the role of TNE programme content, student learning styles and student involvement. Now, let us talk about cultural differences.</p> <p>17. Could you please tell me cultural differences between Vietnamese and foreign students? (i.e. UK students) (on relationships with other people, relationships of people with the passage of time and their natural environment)</p> <p><i>(1) With respect to how people judge the behaviours of others, do you think Vietnamese students tend to follow the standards or personal relationship?</i></p> <p><i>(2) For Vietnamese students, is a person more crucial than a group or vice versa?</i></p> <p><i>(3) For Vietnamese students, is people's value determined by their knowledge and achievements or by their titles and hierarchy?</i></p> <p><i>(4) For Vietnamese students, do their feelings tend to be controlled or vice versa?</i></p> <p><i>(5) Are Vietnamese students likely to keep professional and personal aspects separate or vice versa?</i></p> <p><i>(6) Do Vietnamese students tend to show a more dominant attitude, focus on their own functions and</i></p>	<p>with other people, relationships of people with the passage of time as well as their natural environment in Trompenaars' cultural dimensions (Trompenaars &amp; Hampden-Turner, 1998)</p>
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			<p><i>groups and be uncomfortable in changing situations or vice versa?</i></p> <p><i>(7) Do Vietnamese students tend to follow strictly their plan to keep the order of events, or are they flexible and capable of dealing with a couple of work at the same time?</i></p> <p>18. How do these cultural differences influence the effectiveness of TNE programmes?</p> <p>19. How do you perceive the role of cultural differences in the effectiveness of TNE programmes?</p> <p>20. How do you think about the effects of cultural differences on the relationship between student learning styles and the effectiveness of TNE programmes?</p> <p>21. How do you think about the effects of cultural differences on the relationship between student involvement (engagement) and the effectiveness of TNE programmes?</p>	
6	Wrap up session	<p>Giving respondents a sense of closure</p> <p>Thanks to respondents for their time and contributions</p>	<p>We have discussed the effectiveness of TNE programmes as well as several factors affecting the success of TNE programmes, such as TNE programme content/ curriculum, student learning styles, student involvement and cultural differences.</p>	

			<p><i>Is there anything else you think would be helpful for me to know? [pause for respondent's reply]</i></p> <p>I do appreciate the time you took for this interview and the contributions you made toward my research. The transcript will be transferred to you for validating and controlling what was written. If you require any further information, please do not hesitate to contact me or Prof. Helen Higson.</p>	
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**Appendix 14: Interview Questions for Government's Representatives (Vietnamese version)**

	Question stage	Purposes	Questions	Literature
1	Introduction	<p>Introducing herself and explains the purpose of the study</p> <p>Informing participants' rights (withdraw from the study, information is anonymous and confidentiality)</p> <p>Building rapport</p>	<p>Chào.... Cảm ơn anh/chị đã tham gia đóng góp vào đề tài nghiên cứu này. Tôi tên là Phùng Nam Phương – là người sẽ phụ trách buổi phỏng vấn hôm nay.</p> <p>Hiện nay, tôi đang thực hiện một đề án tiến sĩ chuyên ngành quản lý tại trường Đại học Aston dưới sự hướng dẫn của Giáo sư Helen Higson và Tiến sĩ Sue Garton. Đề tài của tôi tập trung vào lĩnh vực giáo dục xuyên quốc gia (TNE) – là các hoạt động/ chương trình giáo dục được thực hiện tại các khu vực lãnh thổ khác với quốc gia của nhà cung cấp dịch vụ TNE. Mục tiêu của đề tài nhằm xây dựng một mô hình gồm các nhân tố tác động đến hiệu quả của chương trình TNE, đồng thời cung cấp một số kiến nghị nhằm xây dựng một chương trình TNE được cung cấp bởi các nhà giáo dục Anh quốc phù hợp cho sinh viên Việt Nam.</p> <p>Một số câu hỏi phỏng vấn hôm nay sẽ mang tính cá nhân, chủ yếu xoay quanh kinh nghiệm, suy nghĩ và kỳ vọng của anh/chị về một chương trình TNE. Nếu anh/chị cảm thấy không thoải mái/ khó xử đối với bất kỳ câu hỏi nào, làm ơn thông báo ngay với tôi và chúng ta sẽ bỏ qua câu hỏi đó. Tất cả thông tin cá nhân</p>	



			của anh/chị sẽ hoàn toàn được bảo mật. Bên cạnh đó, anh/chị có thể rút khỏi dự án này vào bất kỳ lúc nào mà không cần thiết đưa ra bất kỳ lý do nào. Nếu anh/chị đồng ý, tôi sẽ thu hình buổi nói chuyện hôm nay và tôi cam kết rằng nó chỉ được sử dụng cho bài nghiên cứu này. Trước khi bắt đầu nội dung của buổi phỏng vấn, anh/chị có thắc mắc gì không?	
2	Transition session	Moving the participants from the introduction session to warm up session	Tôi xin phép được bắt đầu bằng một vài câu hỏi liên quan đến nghề nghiệp của anh/chị.	
3	Warm up questions	Allowing the participants to introduce themselves	1. Anh chị vui lòng chia sẻ về chức vụ và trách nhiệm của mình liên quan lĩnh vực TNE? 2. Anh/chị có thể chia sẻ một số thông tin về môi trường pháp lý của Việt Nam đối với các chương trình TNE? 3. Anh/chị có thể chia sẻ thêm những kinh nghiệm cá nhân về TNE?	
4	Transition question	Moving the participants into the focus of the discussion	4. Anh chị có thể chỉ ra những điểm khác biệt giữa chương trình TNE các chương trình giáo dục Việt Nam khác?	
5	Main body questions	Concerning with the focus of the interview	<b><i>(A) The effectiveness of TNE programmes.</i></b> Chúng ta đang nói về tính hiệu quả của một chương trình TNE, vậy anh/chị có thể cho biết	Definition of an effective TNE programme

			<p>5. Thế nào một chương trình TNE có hiệu quả?</p> <p>Trong bài phỏng vấn hôm nay, các cụm từ “hiệu quả của chương trình TNE” và “sự thành công của chương trình TNE” sẽ được sử dụng thay thế nhau với ý nghĩa tương đương.</p>	(Miliszewska & Sztendur, 2011)
			<p><b>(B) TNE programme content/ curriculum</b></p> <p>Bây giờ, tôi xin phép được đề cập đến nội dung của một chương trình TNE.</p> <p>6. Anh/chị nghĩ như thế nào về ý kiến tất cả các hoạt động của giáo dục và giáo viên phải tập trung vào những mục tiêu/ hoạt động mà giáo viên muốn sinh viên thành công sau khi hoàn thành khoá học?</p> <p>7. Anh/chị nghĩ như thế nào khi tôi nói rằng chương trình TNE nên cung cấp nhiều cơ hội học tập hơn cho sinh viên?</p> <p>8. Anh/chị nghĩ như thế nào về việc thiết lập kỳ vọng cao và yêu cầu cao đối với sinh viên trong các chương trình TNE?</p> <p>9. Anh/chị cảm nhận thế nào về mối quan hệ giữa nội dung chương trình học và tính hiệu quả của chương trình TNE?</p> <p>10. Anh/chị có những thí dụ thực tế liên quan đến chương trình TNE tại Việt Nam không?</p>	<p>Four principles of OBE: clarity of focus, designing back, high expectations and expanded opportunities.</p> <p>(Spady, 1994)</p>

			<p><b>(C) Student learning styles</b></p> <p>Như vậy chúng ta đã đề cập về thể nào là một chương trình TNE hiệu quả và mối quan hệ giữa nội dung chương trình học và tính hiệu quả của chương trình. Bây giờ tôi muốn chuyển sang một chủ đề khác liên quan đến phong cách học tập của sinh viên.</p> <p>11. Anh/chị có thể chỉ ra những điểm khác biệt trong phong cách học tập giữa sinh viên Việt Nam và sinh viên nước ngoài (ví dụ: sinh viên Anh) không?</p> <p>12. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE?</p> <p>13. Anh/chị nghĩ như thế nào về mối quan hệ giữa phong cách học tập của sinh viên và sự thành công của chương trình TNE?</p>	<p>Kolb's theory measures the learner's preferences in the four stages learning (Kolb, 1976)</p>
			<p><b>(D) Student engagement (involvement)</b></p> <p>Chúng ta đã thảo luận về vai trò của nội dung chương trình TNE và phong cách học tập trong sự thành công của TNE. Bây giờ tôi muốn chúng ta chuyển sang một chủ đề khác, đó là gắn kết của sinh viên với nhà trường.</p> <p>Trước hết tôi muốn giải thích về thuật ngữ sự gắn kết của sinh viên với nhà trường – nó thể hiện về lượng và chất của những nỗ lực cả về vật chất lẫn tinh thần mà sinh viên đầu tư vào quá trình học. Điều đó có</p>	<p>Three areas of student engagement are physical engagement, emotional engagement, cognitive engagement in and out of class (Kahn, 1990).</p>

			<p>nghĩa là sinh viên sẽ gắn kết với nhà trường nếu họ mong muốn đầu tư về vật chất, cảm xúc và nhận thức vào quá trình học của mình.</p> <p>14. Anh/chị có thể chỉ ra những điểm khác biệt trong sự gắn kết với nhà trường giữa sinh viên Việt Nam và sinh viên Anh không?</p> <p>15. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE?</p> <p>16. Anh/chị nghĩ như thế nào về mối quan hệ giữa sự gắn kết giữa sinh viên với nhà trường và sự thành công của chương trình TNE?</p> <p>17. Giữa gắn kết vật chất, gắn kết cảm xúc (sự hứng thú, vui vẻ, nhàm chán... của sinh viên) và gắn kết về mặt nhận thức (sự hiểu biết, ghi nhớ, suy nghĩ của sinh viên), anh/chị nghĩ loại nào là quan trọng nhất đối với sự thành công của chương trình TNE?</p>	
			<p><b>(E) Cultural differences</b></p> <p>Buổi nói chuyện của chúng ta đã xoay quanh sự ảnh hưởng của các yếu tố như nội dung của chương trình TNE, phong cách học tập và sự gắn kết của sinh viên. Nay, tôi muốn đi vào chủ đề cuối cùng của ngày hôm nay đó là sự khác biệt về văn hóa.</p>	<p>There are three criteria including relationships with other people, relationships of people with the passage of time as well as their natural environment in Trompenaars' cultural</p>

		<p>18. Anh/chị có thể chỉ ra những điểm văn hóa khác biệt giữa sinh viên Việt Nam và sinh viên Anh quốc không?</p> <p><i>(1) Về cách đánh giá hành vi giữa người và người, anh/chị nghĩ là sinh viên Việt nam có khuynh hướng tuân theo những tiêu chuẩn nhất định hay tùy theo mối quan hệ cá nhân?</i></p> <p><i>(2) Sinh viên Việt Nam coi trọng cá nhân hay tập thể?</i></p> <p><i>(3) Đối với sinh viên Việt Nam, giá trị con người được thiết lập dựa trên kiến thức và thành tựu mà họ đạt được hay dựa trên tuổi tác và thứ bậc xã hội?</i></p> <p><i>(4) Sinh viên Việt Nam có khuynh hướng kiểm soát cảm xúc của họ hay ngược lại?</i></p> <p><i>(5) Sinh viên Việt Nam có khuynh hướng tách biệt cuộc sống cá nhân và cuộc sống công việc hay ngược lại?</i></p> <p><i>(6) Sinh viên Việt Nam có khuynh hướng khó chịu đối với sự thay đổi môi trường hay ngược lại?</i></p> <p><i>(7) Sinh viên Việt Nam có khuynh hướng tuân thủ kế hoạch của họ một cách nghiêm túc hay họ thoải mái về mặt thời gian?</i></p> <p>19. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE?</p>	<p>dimensions (Trompenaars &amp; Hampden-Turner, 1998)</p>
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			<p>20. Anh/chị nghĩ như thế nào về mối quan hệ giữa văn hóa và sự thành công của chương trình TNE?</p> <p>21. Anh/chị nghĩ thế nào về mối quan hệ giữa sự khác biệt về văn hóa và phong cách học tập của sinh viên?</p> <p>22. Anh/chị nghĩ thế nào về mối quan hệ giữa sự khác biệt về văn hóa và sự gắn kết của sinh viên với nhà trường?</p>	
6	Wrap up session	<p>Giving respondents a sense of closure</p> <p>Thanks to respondents for their time and contributions</p>	<p>Như vậy trong hôm nay chúng ta đã thảo luận về một chương trình TNE hiệu quả cũng như sự tác động của một số yếu tố như nội dung chương trình TNE, phong cách học tập, sự gắn kết của sinh viên với nhà trường, và văn hóa lên sự thành công của chương trình TNE.</p> <p><i>Anh/chị có muốn bổ sung thêm điều gì không?</i></p> <p>Tôi trân trọng cảm ơn sự đóng góp của anh/chị vào đề tài nghiên cứu này. Bản tường thuật buổi nói chuyện hôm nay sẽ được gửi đến anh/chị trong thời gian sớm nhất. Nếu anh/chị có thắc mắc hay phản hồi gì, vui lòng liên hệ trực tiếp với tôi hoặc giáo sư Helen Higson.</p>	

### Appendix 15: Interview Questions for Employers (English version)

	Question stage	Purposes	Questions	Literature
1	Introduction	<p>Introducing herself and explains the purpose of the study</p> <p>Informing participants' rights (withdraw from the study, information is anonymous and confidentiality)</p> <p>Building rapport</p>	<p>Good morning/ afternoon .... Thank you for coming.</p> <p>My name is Phuong Phung and I will be conducting the interview today.</p> <p>I am carrying out a research study of the PhD programme in Management at Aston University that is under the supervision of Prof. Helen Higson and Dr. Sue Garton. The study aims to explore a model including factors affecting the effectiveness of TNE programmes and to provide several suggestions for designing suitable TNE programmes for Vietnam students within a transnational UK education context.</p> <p>Some of interview questions might be a little personal and will concern your experiences and expectations about the effectiveness of TNE programmes. If you feel uncomfortable answering any of the questions, please let me know and we can skip it. Anonymity and confidentiality of participants will be protected. You can withdraw from this study at any time without giving any reasons. Furthermore, if you do not mind, I would record the video for this interview, it will only be used internally, for the purpose of this research.</p>	

			Do you have any questions so far? [pause for respondent's reply]	
2	Transition session	Moving the participants from the introduction session to warm up session	Let me begin by asking you some questions about your background.	
3	Warm up questions	Allowing the participants to introduce themselves	1. Could you please tell me something about your job? (duties and responsibilities) 2. Do you know anything about TNE programmes? 3. Could you please share your personal experiences of TNE?	
4	Transition question	Moving the participants into the focus of the discussion	4. What do you think about differences between the TNE programme that you are managing and other education programmes providing by the local (Vietnam) universities/ HEIs?	
5	Main body questions	Concerning with the focus of the interview	<i><b>(A) The effectiveness of TNE programmes.</b></i> Now, let us discuss more about the effectiveness of TNE programmes. 4. In your opinion, what is the effectiveness of TNE programmes? So far we have discussed on the effectiveness of TNE programmes. In this interview, the terms including “the effectiveness of TNE programme”, “the success of TNE programme”, “the excellence of TNE	Definition of an effective TNE programme (Miliszewska & Sztendur, 2011)



			programme” and “the high-quality TNE programme” will be used interchangeably with a similar meaning.	
			<p><b>(B) TNE programme content/ curriculum</b></p> <p>To follow on the above discussion, I would like to mention TNE programmes content/ curriculum.</p> <p>5. What do you think about the idea that all activities of HEIs and teachers should focus on what they want students to know and to be able to do successfully by the end of the TNE courses? (about clarity of focus)</p> <p>6. Could you please tell me what goes on in your head when I say that TNE programmes should provide more learning opportunities for students? (about learning opportunities)</p> <p>7. What do you think about setting high expectations and requirements for students in TNE programmes? (about high expectations)</p> <p>8. How do you perceive the role of TNE programme content/ curriculum in the effectiveness of TNE programmes?</p> <p>9. Do you have any examples relating to the TNE programme that you are managing? (follow-up question)</p>	<p>Four principles of OBE: clarity of focus, designing back, high expectations and expanded opportunities.</p> <p>(Spady, 1994)</p>
			<b>(C) Student learning styles</b>	<p>Kolb’s theory measures the learner’s preferences in</p>

			<p>We have talked about the role of TNE programme content in the success of TNE programmes. Now I would like to move on another topic relating to student learning styles. A learning process is typically represented by four stages: (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalisations (conclusions) which are then (4) used to test hypotheses in future situations, resulting in new experiences.</p> <p>10. Could you please tell me any differences in learning styles between Vietnamese and foreign students (i.e. UK students)?</p> <p>11. How do these differences influence the effectiveness of TNE programmes?</p> <p>12. Could you please describe in as much detail as possible about the role of student learning styles in the effectiveness of TNE programmes?</p>	the four stages learning (Kolb, 1976)
			<p><b>(D) Student engagement (involvement)</b></p> <p>So far our discussion has focussed on the role of TNE programme content and student learning styles in the success of TNE programmes. I would like to introduce a new topic that is student involvement</p>	Three areas of student engagement are physical engagement, emotional engagement, cognitive

			<p>(engagement). This refers to the quantity and quality of the physical and psychological efforts that students invest in the college experience. This means that students will engage with their schools if they are willing to invest emotional, physical and cognitive resources in the performance of their roles.</p> <p>13. Could you please tell me the differences in student involvement between Vietnamese and foreign students (i.e. UK students)?</p> <p>14. How do these differences influence the effectiveness of TNE programmes?</p> <p>15. How do you perceive the role of student involvement in the effectiveness of TNE programmes?</p> <p>16. Among physical engagement, emotional engagement (i.e. students' interest, boredom, happiness, and anxiety in their learning), and cognitive engagement (i.e. thinking, reasoning, understanding, and remembering), which one do you think is the most important to the success of TNE programmes?</p>	engagement in and out of class (Kahn, 1990).
			<b>(E) Cultural differences</b>	There are three criteria including relationships

			<p>Our conversation has analysed the role of TNE programme content, student learning styles and student involvement. Now, let us talk about cultural differences.</p> <p>17. Could you please tell me cultural differences between Vietnamese and foreign students? (i.e. UK students) (on relationships with other people, relationships of people with the passage of time and their natural environment)</p> <p><i>(1) With respect to how people judge the behaviours of others, do you think Vietnamese students tend to follow the standards or personal relationship?</i></p> <p><i>(2) For Vietnamese students, is a person more crucial than a group or vice versa?</i></p> <p><i>(3) For Vietnamese students, is people's value determined by their knowledge and achievements or by their titles and hierarchy?</i></p> <p><i>(4) For Vietnamese students, do their feelings tend to be controlled or vice versa?</i></p> <p><i>(5) Are Vietnamese students likely to keep professional and personal aspects separate or vice versa?</i></p> <p><i>(6) Do Vietnamese students tend to show a more dominant attitude, focus on their own functions and</i></p>	<p>with other people, relationships of people with the passage of time as well as their natural environment in Trompenaars' cultural dimensions (Trompenaars &amp; Hampden-Turner, 1998)</p>
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			<p><i>groups and be uncomfortable in changing situations or vice versa?</i></p> <p><i>(7) Do Vietnamese students tend to follow strictly their plan to keep the order of events, or are they flexible and capable of dealing with a couple of work at the same time?</i></p> <p>18. How do these cultural differences influence the effectiveness of TNE programmes?</p> <p>19. How do you perceive the role of cultural differences in the effectiveness of TNE programmes?</p> <p>20. How do you think about the effects of cultural differences on the relationship between student learning styles and the effectiveness of TNE programmes?</p> <p>21. How do you think about the effects of cultural differences on the relationship between student involvement (engagement) and the effectiveness of TNE programmes?</p>	
6	Wrap up session	<p>Giving respondents a sense of closure</p> <p>Thanks to respondents for their time and contributions</p>	<p>We have discussed the effectiveness of TNE programmes as well as several factors affecting the success of TNE programmes, such as TNE programme content/ curriculum, student learning styles, student involvement and cultural differences.</p>	

			<p><i>Is there anything else you think would be helpful for me to know? [pause for respondent's reply]</i></p> <p>I do appreciate the time you took for this interview and the contributions you made toward my research. The transcript will be transferred to you for validating and controlling what was written. If you require any further information, please do not hesitate to contact me or Prof. Helen Higson.</p>	
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**Appendix 16: Interview Questions for Employers (Vietnamese version)**

	Question stage	Purposes	Questions	Literature
1	Introduction	<p>Introducing herself and explains the purpose of the study</p> <p>Informing participants' rights (withdraw from the study, information is anonymous and confidentiality)</p> <p>Building rapport</p>	<p>Chào.... Cảm ơn anh/chị đã tham gia đóng góp vào đề tài nghiên cứu này. Tôi tên là Phùng Nam Phương – là người sẽ phụ trách buổi phỏng vấn hôm nay.</p> <p>Hiện nay, tôi đang thực hiện một đề án tiến sĩ chuyên ngành quản lý tại trường Đại học Aston dưới sự hướng dẫn của Giáo sư Helen Higson và Tiến sĩ Sue Garton. Đề tài của tôi tập trung vào lĩnh vực giáo dục xuyên quốc gia (TNE) – là các hoạt động/ chương trình giáo dục được thực hiện tại các khu vực lãnh thổ khác với quốc gia của nhà cung cấp dịch vụ TNE. Mục tiêu của đề tài nhằm xây dựng một mô hình gồm các nhân tố tác động đến hiệu quả của chương trình TNE, đồng thời cung cấp một số kiến nghị nhằm xây dựng một chương trình TNE được cung cấp bởi các nhà giáo dục Anh quốc phù hợp cho sinh viên Việt Nam.</p> <p>Một số câu hỏi phỏng vấn hôm nay sẽ mang tính cá nhân, chủ yếu xoay quanh kinh nghiệm, suy nghĩ và kỳ vọng của anh/chị về một chương trình TNE. Nếu anh/chị cảm thấy không thoải mái/ khó xử đối với bất kỳ câu hỏi nào, làm ơn thông báo ngay với tôi và chúng ta sẽ bỏ qua câu hỏi đó. Tất cả thông tin cá nhân</p>	

			của anh/chị sẽ hoàn toàn được bảo mật. Bên cạnh đó, anh/chị có thể rút khỏi dự án này vào bất kỳ lúc nào mà không cần thiết đưa ra bất kỳ lý do nào. Nếu anh/chị đồng ý, tôi sẽ thu hình buổi nói chuyện hôm nay và tôi cam kết rằng nó chỉ được sử dụng cho bài nghiên cứu này. Trước khi bắt đầu nội dung của buổi phỏng vấn, anh/chị có thắc mắc gì không?	
2	Transition session	Moving the participants from the introduction session to warm up session	Tôi xin phép được bắt đầu bằng một vài câu hỏi liên quan đến nghề nghiệp của anh/chị.	
3	Warm up questions	Allowing the participants to introduce themselves	1. Anh chị vui lòng chia sẻ một chút về công việc hiện tại của mình? 2. Công việc của anh/chị có liên quan gì đến các chương trình TNE không? 3. Anh/chị có thể chia sẻ thêm những kinh nghiệm cá nhân về TNE?	
4	Transition question	Moving the participants into the focus of the discussion	4. Anh chị có thể chỉ ra những điểm khác biệt giữa chương trình TNE các chương trình giáo dục Việt Nam khác?	
5	Main body questions	Concerning with the focus of the interview	<i>(A) The effectiveness of TNE programmes.</i> Chúng ta đang nói về tính hiệu quả của một chương trình TNE, vậy anh/chị có thể cho biết 5. Thế nào một chương trình TNE có hiệu quả?	Definition of an effective TNE programme (Miliszewska & Sztendur, 2011)



			Trong bài phỏng vấn hôm nay, các cụm từ “hiệu quả của chương trình TNE” và “sự thành công của chương trình TNE” sẽ được sử dụng thay thế nhau với ý nghĩa tương đương.	
			<p><b>(B) TNE programme content/ curriculum</b></p> <p>Bây giờ, tôi xin phép được đề cập đến nội dung của một chương trình TNE.</p> <p>6. Anh/chị nghĩ như thế nào về ý kiến tất cả các hoạt động của giáo dục và giáo viên phải tập trung vào những mục tiêu/ hoạt động mà giáo viên muốn sinh viên thành công sau khi hoàn thành khoá học?</p> <p>7. Anh/chị nghĩ như thế nào khi tôi nói rằng chương trình TNE nên cung cấp nhiều cơ hội học tập hơn cho sinh viên?</p> <p>8. Anh/chị nghĩ như thế nào về việc thiết lập kỳ vọng cao và yêu cầu cao đối với sinh viên trong các chương trình TNE?</p> <p>9. Anh/chị cảm nhận thế nào về mối quan hệ giữa nội dung chương trình học và tính hiệu quả của chương trình TNE?</p> <p>10. Anh/chị có những thí dụ thực tế liên quan đến chương trình TNE tại Việt Nam không?</p>	<p>Four principles of OBE: clarity of focus, designing back, high expectations and expanded opportunities. (Spady, 1994)</p>
			<b>(C) Student learning styles</b>	Kolb's theory measures the learner's preferences in

			<p>Như vậy chúng ta đã đề cập về thế nào là một chương trình TNE hiệu quả và mối quan hệ giữa nội dung chương trình học và tính hiệu quả của chương trình. Bây giờ tôi muốn chuyển sang một chủ đề khác liên quan đến phong cách học tập của sinh viên.</p> <p>11. Anh/chị có thể chỉ ra những điểm khác biệt trong phong cách học tập giữa sinh viên Việt Nam và sinh viên nước ngoài (ví dụ: sinh viên Anh) không?</p> <p>12. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE?</p> <p>13. Anh/chị nghĩ như thế nào về mối quan hệ giữa phong cách học tập của sinh viên và sự thành công của chương trình TNE?</p>	the four stages learning (Kolb, 1976)
			<p><b>(D) Student engagement (involvement)</b></p> <p>Chúng ta đã thảo luận về vai trò của nội dung chương trình TNE và phong cách học tập trong sự thành công của TNE. Bây giờ tôi muốn chúng ta chuyển sang một chủ đề khác, đó là gắn kết của sinh viên với nhà trường.</p> <p>Trước hết tôi muốn giải thích về thuật ngữ sự gắn kết của sinh viên với nhà trường – nó thể hiện về lượng và chất của những nỗ lực cả về vật chất lẫn tinh thần mà sinh viên đầu tư vào quá trình học. Điều đó có nghĩa là sinh viên sẽ gắn kết với nhà trường nếu họ</p>	Three areas of student engagement are physical engagement, emotional engagement, cognitive engagement in and out of class (Kahn, 1990).

			<p>mong muốn đầu tư về vật chất, cảm xúc và nhận thức vào quá trình học của mình.</p> <p>14. Anh/chị có thể chỉ ra những điểm khác biệt trong sự gắn kết với nhà trường giữa sinh viên Việt Nam và sinh viên nước ngoài (ví dụ sinh viên Anh) không?</p> <p>15. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE?</p> <p>16. Anh/chị nghĩ như thế nào về mối quan hệ giữa sự gắn kết giữa sinh viên với nhà trường và sự thành công của chương trình TNE?</p> <p>17. Giữa gắn kết vật chất, gắn kết cảm xúc (sự hứng thú, vui vẻ, nhàm chán... của sinh viên) và gắn kết về mặt nhận thức (sự hiểu biết, ghi nhớ, suy nghĩ của sinh viên), anh/chị nghĩ loại nào là quan trọng nhất đối với sự thành công của chương trình TNE?</p>	
			<p><b>(E) Cultural differences</b></p> <p>Buổi nói chuyện của chúng ta đã xoay quanh sự ảnh hưởng của các yếu tố như nội dung của chương trình TNE, phong cách học tập và sự gắn kết của sinh viên. Nay, tôi muốn đi vào chủ đề cuối cùng của ngày hôm nay đó là sự khác biệt về văn hóa.</p>	<p>There are three criteria including relationships with other people, relationships of people with the passage of time as well as their natural environment in Trompenaars' cultural</p>

			<p>18. Anh/chị có thể chỉ ra những điểm văn hóa khác biệt giữa sinh viên Việt Nam và sinh viên Anh quốc không?</p> <p><i>(1) Về cách đánh giá hành vi giữa người và người, anh/chị nghĩ là sinh viên Việt nam có khuynh hướng tuân theo những tiêu chuẩn nhất định hay tùy theo mối quan hệ cá nhân?</i></p> <p><i>(2) Sinh viên Việt Nam coi trọng cá nhân hay tập thể?</i></p> <p><i>(3) Đối với sinh viên Việt Nam, giá trị con người được thiết lập dựa trên kiến thức và thành tựu mà họ đạt được hay dựa trên tuổi tác và thứ bậc xã hội?</i></p> <p><i>(4) Sinh viên Việt Nam có khuynh hướng kiểm soát cảm xúc của họ hay ngược lại?</i></p> <p><i>(5) Sinh viên Việt Nam có khuynh hướng tách biệt cuộc sống cá nhân và cuộc sống công việc hay ngược lại?</i></p> <p><i>(6) Sinh viên Việt Nam có khuynh hướng khó chịu đối với sự thay đổi môi trường hay ngược lại?</i></p> <p><i>(7) Sinh viên Việt Nam có khuynh hướng tuân thủ kế hoạch của họ một cách nghiêm túc hay họ thoải mái về mặt thời gian?</i></p> <p>19. Những điểm khác biệt này sẽ tác động như thế nào đến sự thành công của một chương trình TNE?</p>	<p>dimensions (Trompenaars &amp; Hampden-Turner, 1998)</p>
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			<p>20. Anh/chị nghĩ như thế nào về mối quan hệ giữa văn hóa và sự thành công của chương trình TNE?</p> <p>21. Anh/chị nghĩ thế nào về mối quan hệ giữa sự khác biệt về văn hóa và phong cách học tập của sinh viên?</p> <p>22. Anh/chị nghĩ thế nào về mối quan hệ giữa sự khác biệt về văn hóa và sự gắn kết của sinh viên với nhà trường?</p>	
6	Wrap up session	<p>Giving respondents a sense of closure</p> <p>Thanks to respondents for their time and contributions</p>	<p>Như vậy trong hôm nay chúng ta đã thảo luận về một chương trình TNE hiệu quả cũng như sự tác động của một số yếu tố như nội dung chương trình TNE, phong cách học tập, sự gắn kết của sinh viên với nhà trường, và văn hóa lên sự thành công của chương trình TNE.</p> <p><i>Anh/chị có muốn bổ sung thêm điều gì không?</i></p> <p>Tôi trân trọng cảm ơn sự đóng góp của anh/chị vào đề tài nghiên cứu này. Bản tường thuật buổi nói chuyện hôm nay sẽ được gửi đến anh/chị trong thời gian sớm nhất. Nếu anh/chị có thắc mắc hay phản hồi gì, vui lòng liên hệ trực tiếp với tôi hoặc giáo sư Helen Higson.</p>	

## Appendix 17 Sample Interview Transcript

Interviewee: Academic Manager AB1 of University B

Location: Meeting room in University B – Hanoi, Vietnam

Time: May 2017

Duration: 65 minutes

Interviewer: Researcher (R)

Language: English

R: Before we start our interview, do you have any questions so far?

AB1: No, because I have gone through your emails. Every question I had you already answered in your emails. Mostly, everything is clear, so I know what I have to do.

R: Let me begin by asking you some questions about your background. How long have you been working in TNE?

AB1: I think ... (pause) since 2005.

R: So, could you tell me something about your duties and your responsibilities in TNE?

AB1: Ok. Currently or previous years?

R: If possible, please share your current duties as well as your personal experiences of TNE.

AB1: Ok. I started working for the organisation () institution of management in India () that is my first lecture involved. I went to (the Roland) in India as a system professor at the University of Contra university in (great Noida) in India. And I went to (Norway) and worked as a business teacher in (Coway), and I came here to University B in December 2011. So then I joined them to lecture, and then after several

times, I became a leader of one programme and then became the leader of all B-partnership programmes. And then about a year or eighteen months ago, I became the Dean of the university.

R: Are you familiar with other education programmes provided by local (Vietnam) universities?

AB1: A little bit. I only know through friends that I know who study the programmes.

R: Could you tell me the differences the TNE programmes in University B and other programmes provided by Vietnam universities?

AB1: The main difference is we are partner with two universities: the Staffordshire universities in North of England and the University of London. And the main difference is they go through the degree with the UK university certificate, not a Vietnamese certificate and it is delivered from the UK to here. The second most important difference is probably the way we teach. All of the programmes focus on employability, and the method of teaching is very student-centric that is focusing on students through presentations, working as groups, undertaking programmes. Modules are very much about relating to working outside of the university, things like simulating consulting engagement and all sorts of things.

R: So, in your opinion, if you compare between TNEs in University B and other universities provided by Vietnam universities, which one is more effective?

AB1: Which one is more effective? (looking for confirmation). I would think ... in terms of ... if one student wants from it is the important thing. If the student wants to work in Vietnam, stay in Vietnam, working for a Vietnamese company then I would say both are very good. If they want to travel internationally, working for international companies, doing degrees, master perhaps elsewhere in the world, then we are probably the most effective for them.

R: Because we are talking the effectiveness, so I would like to know, in your opinion, what is the effectiveness of TNE programmes? Or we can say in another way, in what ways are TNE programmes effective?

AB1: I would say an effective TNE programme has to focus on the way the programme is delivered and the outcomes

R: Could you please explain more details about it.

AB1: Yes, in terms of the way it is delivered, 100% of international faculties a lot of worldwide experience there, and we probably delivering a programme or number of different programmes that are exactly the same way they are delivered in the UK. Some elements we can't take to the Vietnam, but in my opinion, in general it is the same programme. And then, in terms of the outcomes, if students desire the benefits of an international degree, they want to use it internationally. And we very thankful for that programme with the outcome is very good of that. Students in different of the master or doctoral level in 5 or 6 years, several years.

R: Thank you. In this interview, the terms including “the effectiveness of TNE programme” and “the success of TNE programme” will be used interchangeably with a similar meaning. So far we have discussed the effectiveness of a TNE programme, and now I would like to move to another topic relating to the TNE programme content. Could you please which aspects we should focus when designing a TNE programme?

AB1: Which aspects (to confirm). Ok ... I think it varies according to which programme it is, what the discipline is. We have international business management, marketing management, accounting and finance, tourism management. And in our University of London programme, banking and finance. So, the focus of those suits the University of London but it is very different from the Staffordshire University, so it needs to be focused differently according to the outcomes and desires.



R: For example, for the tourism programme, if you talk about the outcome, could you please give me an example about which outcome you should focus?

AB1: Mostly the way the programme is structured, it contains the number of modules. The different modules will have different learning outcomes, and they need to focus on the whole programme ensuring that the students can meet the learning outcomes and therefore, pass the testament and they (praise) to the programme, so in general, they are slightly different in terms of learning outcomes. The things are similar is the way they are taught which is a very student-centric way in which student should apply critical analysis rather than absorbing information. And they are going to take information about what they understand and apply critical analysis and then later, year two or three, they seek to synthesize into the research that they have done.

R: what do you want students to know and be able to do when they graduate or after the course?

AB1: Yes, so we have (pausing). As things moving in a year, so it's typically a three or four-year programme, we want them to be able to apply increasing the level of critical analysis and answer they get to the end of their degree. So, they have more questions than the others. We want them to get their ideas for the internship to improve their employability. And we also have the things on the Staffordshire programme; they are a list consisting of sixteen things like long-life learnings, subject experts, different things they can look up, they want to know in detail. You want to see? (Laughing) Those things are not only the academic side, but it's the holistic, development to the whole. Somebody when they come in, they are 19 or 18, they leave us maybe in 25, then it's kind of holistic development for the person through the period.

I'm looking up (Searching the computer to look for the list)

(Showing the list)

professional global citizen, teamwork, reflecting the critical, etc. out of 16.

We kind of build those in to have (). We have kind of continuing improvement device recording monitoring reports for each module during the semester and () as well. And we reflect on what they have

done much in order to contribute to their development for all sixteen categories. And if we could do that, we improve the way the modules are delivered (). Typically, we do a lot of discipline experts, the learn they have from that modules, the teamwork is working in groups, and we do it extensively. Global citizen is kind of international aspect, and so on. Reflect the critical, lot of these, even in year 1; we're doing lot kind of reflection, they might be three assessment on it. It's a big module where they can be a subject related may be 80% to 20% that they are reflecting from their learning. And they achieve through that, and so on. So, that development is in addition to the kind of expert slightly.

R: Thank you. So, could you please tell me what do you think about the relationship between TNE programme content and the effectiveness of the TNE programme?

AB1: I think ... if you ask me is there any relationship between TNE programme content and the effectiveness of TNE...yes, of course. It has to be (pausing) students has to be motivated to undertake that programme so the content is important and it's the large part of their experience so it's important to the programme but not all the programme. The programme also consists of student's experience, (), that kind of things. They are a lot of clubs, societies, activities, and trips something that we do like a UK study tour ... coming up next. I think will be in July. So, we take 12 students going kind of culture learning experience. Some of the time is in the University, and they are travelling in the UK. So, that whole experience truly develops the students, and we will see how different they are between now and their foundation perhaps.

R: So far we have discussed about the effectiveness of the TNE programmes as well as the effects of the TNE programmes content on the effectiveness of TNE programmes. And now I would like to move to another topic relating to students learning style. Firstly, are you familiar with Vietnamese and UK student learning style?

AB1: Yes, I am.

R: Could you please tell me any differences in learning styles between Vietnamese and UK students?

AB1: I am not sure whether Vietnamese students in University B can represent the Vietnamese students as a whole, but they generally are very motivated to learn. They are very outcome focused, career-focused, even, you know, from year one. At the level one, they are very career focused. You can ask what they are planning to do and they generally know. And it is not in my opinion; they are different from UK students at least in terms of their () to their study. They are comparable with most groups of people. Some of them are very motivated, and they are applying () encouragement and their management of their tendency and behaviour. And their application to the assessment to have the best outcomes. It is not a magic of just leaving them alone and think that they can be okay. They need to control and manage through the process, and we have the post and tutor. And the difference in the disciplinary process if they do not take it properly. And then we manage carefully like that. Almost like high school environment rather than university world. We involve parents' meetings on Saturday, every month. That is a crazy idea for the UK. It is not supposed to be. But it worked very well here. It is the nature of the family in Vietnam, and we do leave it like that to try to get the best out of the students. So, in terms of their learning style, one thing damages to our way of teaching, I think they generally are excellent tactics. They will participate in groups; they will do presentations, and so on. And they quickly get in the stride of that when we support them properly. We try to have very much a partnership with the students, with the university and leave () so the students don't feel we are going against them and want them to fail, to make them fail. We try to control them because we want them to get great grades (). And that's kind of work well. And then the time they come to year three, then are kind really into the system. The student's system works well for them. Typically, we get very high, top-grade students for (), which is because the way that we work. We are close to the students.

R: So, could you please tell me, with the main characteristic like that, how it affects the effectiveness of the TNE programmes? Or we can say in another way, what do you think about the relationship between student learning styles and the effectiveness of TNE programmes?

AB1: Ah yes ... (pausing) I think ... we can teach in different ways but I think that the fact the Vietnamese students, most of the Vietnamese students, we have foreign students, but mostly Vietnamese. Perhaps five or six international students, from Korea, South Africa. Yes, I think the way we teach suits the Vietnamese, their characteristics of students I think that does help the effectiveness of the programme.

R: Some people told me that the education in University B maybe follows the UK standard, so that is more suitable for UK students. But, you know, the UK students maybe totally different from Vietnamese students. So, there is a question that the education that's suitable for UK student can fit well under other conditions.

AB1: I think it is true to say that UK students are quite challenging at first. We have students, for example, in foundations, in preparation, we have six-week preparation module. I think there is a challenge there in getting students to engage, getting students to interact in class. They do respond to that after the preparation. I would say. First, it's quite challenging, but they are always like one or two students are ready to go in, and you can kind of get them involved, so leave them there as a group and then make the group work from the foundations really. So, the more students can engage, so we can leave them as their engagement as a group. And then kind of develop from that. They kind of a certain start, teach them the module, teach them in the front of the class, not sitting and listening. We try to lecture and other elements to that. So, what we are trying to get the students have an engagement. And I think they do feel challenging at first, but in year 2 or year 3, the students get into that and they are doing presentations, tutorials ready up to their feet. () they do in the room. So, they are challenging at first but they do respond well and we develop them in a way that we think they never came in. But I think they learn a lot through it.

R: You talk many times about how students engage in their study. Therefore, I would like to know more details about it. Could you please tell me the main characteristics, the way how Vietnamese students engage in their learning? Is there any differences between Vietnamese students and UK students?

AB1: It's about we ask them to do. It's very much about we inform the students about what is gonna happen. So, they have their module handbooks of their modules they take. Module handbooks show them week-to-week what is gonna to happen that can be reading or something like that, when the assessment can be the issue, the assessments can be submitted by them through the system. So, we are kind of very open about that. And then we encourage them to engage. So, they do not even have a choice I think (laughing). Because the nature of the classes they have to engage in order to what we ask them to do in terms of presentations. And in the accounting and finance, students themselves have to have a () asking them a lot of questions about (). So, that is the way we organise and maintain the student's engagement and the students will achieve a higher grade, and () we have a system that knows what's going on. I have the textbooks there, (), making notes, and reading the chapters that are covered in the lectures. So, they easy to tell to the leader who is engaged and they can challenge the leader and accept that the guy is greater () bring () as much as they can. From the students' perspective, it's about how () they are, about how they think they can do it. And we hope we can keep them high in both games. So, they feel they can do it and what they do is valuable. And they want that outcome, and that motivated them to try to. That's complicated, a mix.

R: As I know, normally, when people talk about students' engagement, they talk about physical engagement. For example, students go to class, attend the class. Secondly, they talk about emotional engagement. For example, they talk about their happiness, boredom. They also talk about the cognitive engagement. For example, student's reasoning, remembering, thinking in their learning. So, among physical, emotional, and cognitive engagement, which one you think is the most important to the success of the course?

AB1: (Without hesitating) Cognitive. Cognitive definitely. It's at a very bottom level of physical engagement. It's almost given here. If they don't attend, they fail the disciplinary system. () So they have to go back to the new semester, or the process that we apply would encourage them to attend. Otherwise, they're in trouble. So, the physical engagement is always given. And it's the hard work for the leader to

bring them up to the level that they are engaged to (). It's not easy. The degree is worth to be done by the students. Not a funny game. But I think, in overall, the results show that the students engage to the system so they can go to the higher levels.

R: Could you please tell me what do you think about the relationship between student engagement and the effectiveness of TNE programmes?

AB1: I think it is very important. If they are not engaged, then the students do not do well here. If students they are not, so you can see they have low motivation. I mean they know who they are in terms of () to do well in the programme they enrolled (). You can tell that people engage through their motivation.

R: What have you done to increase the student's engagement?

A: It's about what goes on in the class that increase the engagement. The modules are () to make the learning interesting, () through a () of video clips, tutor activities and so on. And it's through the monitoring what students can achieve, look at things, grades. Make the physical engagement as the way to achieve in the class. Group availability is limited here. The class of 45, and then when they split to individual discipline in (). Marketing into () smaller. Then it's easy to see what going on in the class, to see who engaged who not. The performance will show. And they have a person to () to talk when they have an issue. So, it's about the whole way we manage. It's not just a part what in the class. The cause it's obviously. But it's also the effect students that have difficulties. So, I expect a lot of time here spent on meeting, students gain () and so on. And we try obviously to the processes that we () be patient. We're monitoring the attendance. It's to get the people back to where they should be rather than punish them out the university. We leave very very very few students. But it is about getting them to a proper place where they want to learn that sorts of things.

R: Thank you so much. So, our conversation has focused on the effect of TNE content, student learning style, and student engagement. And now I would like to talk about the last topic. It's about culture differences. Are you familiar with Vietnamese students' culture?

AB1: A little bit. I wouldn't say I am an expert on it. But I have been here for six years. You know, I have friends who are Vietnamese, friends who have gone through the Vietnam universities, the Vietnamese education system. So, I know the people quite well, I know the system and the universities as well.

R: Could you please tell me any cultural differences between Vietnamese students and UK students?

AB1: Yes, I would say the biggest thing is the family (). Their extended family. We do absent form. The parent that the grandparents sick, that's kind of things. Very different from UK. In the UK, you leave when you going to the university. And it is the least expected home. Students take it very rarely. They live with their parents () So here it's not the case. The way we use the parent as the way to control the students' performance, kind of assessing the culture differences. Another difference, I would say the students here are very respectful the teachers nationally. But then in general, their aspects and their benefits, they generally follow those. And there are a lot to monitor, the conversations. Then, they know, they hoping much about. () And the culture () segments. But now they are very focused, they are performance focused, even if they want after they are think that they have to work hard. They still want to do well to get this degree. With kind of employment, they expect to () For some students, the kind of certificate they can get after graduation.

R: I would like to know, what do you think about the relationship between cultural differences and the effectiveness of the TNE course?

AB1: I think Vietnamese students, they contribute to the effectiveness because of the way they are, their family aspect, their performance, their orientation, their desire not to be shown, not to be out performance. You know, all those things contribute to () properly. They contribute to the effectiveness of the programme.

R: I would like to know what is the most difficult when you work with Vietnamese students?

AB1: The potential barrier may be the language. We have a level: 5 or 6. I think () 5.5 on their own when they come to the programme. They are showing their ability to absorb the information that sometimes is a bit difficult. And then we have to take measure in order to put them back to perspective. English to study something. We do, in every programme, 2 hours per week for academic English master class. So, we develop English, and then they progress in three years. So, I think that is probably the prime thing of difficulty as a lot of students will have to study abroad, Singapore, Australia. They are all over using, doing A level or something like that. () back to many different countries. So, those students, they are easy to work for them potentially.

The other one is kind of culture aspect that not want to challenge. But we want them to, want them to challenge, ask questions, ask information that they need. So, that's the problem as well. We kind of have a friendly way with them that encourages them to overcome.

R: What do you think about the relationship between cultural differences and student learning styles?

AB1: Yes, I think there must be a relationship between them. As I said before, the way Vietnamese students study is totally different with foreign students and this because of their culture.

R: And how about the relationship between cultural differences and student engagement?

AB1: Similarly, because Vietnamese students with their culture are very close to their family, so their engagement is quite good as well.

R: So far, we have discussed the effectiveness of TNE programmes and several factors like TNE programme content, student learning style, student engagement and culture differences on the effectiveness of the TNE. Is there anything else you think it would be helpful for me to know?



AB1: I think the other aspect the choice of () that we have, the attitude of the students. That's very key to what we try to do here. To improve very carefully. And we want people they do communicate very well, they are friendly and open rather than being thinking of themselves, testing the students. We have full academic reasons, every learning outcomes we teach, students have done it. We do not want students feel kind of we hold them back through, you know, it could be over, an old fashioned of teaching. We want they feel open and engaged. And most of lecturers () we continue to work to improve that.

R: I do appreciate your time for this interview and your contribution toward my study. The transcript will be sent to you for validating. And if you want any further information, please feel free to contact me or my supervisors, professor Helen Higson.

AB1: Okay. My pleasure. Very interesting to do the interview.